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Teachers Record

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FLORIDA and VIRGINIA REPORTS

SCIENCE STUDENTS at NCC and the NTE

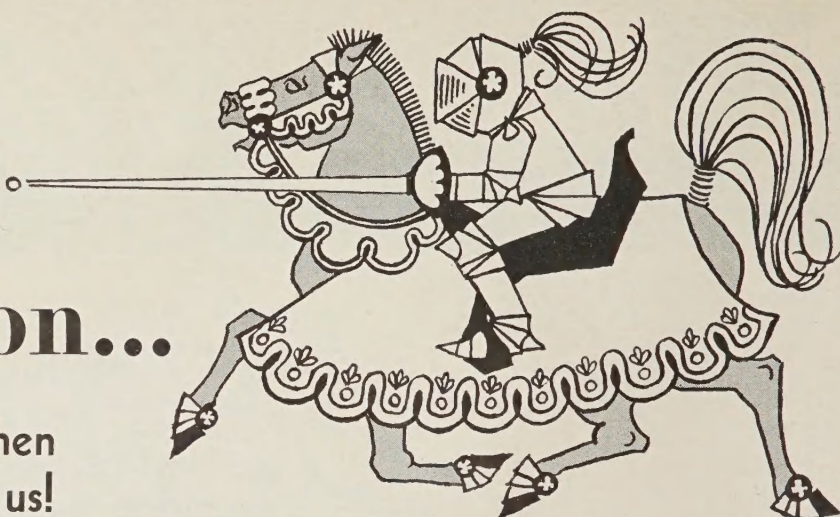
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THE NATIONAL TEACHERS EXAMINATION

OUTERGRATION

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DOLORES D. JONES
Assistant Editor

* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. R. A. Jackson.

* * *

THIS MONTH'S COVER

The cover depicts some of the feature articles in this edition. The circles represent the vicious cycle that minority group educators find themselves engaged in as related in the feature article "Outergration".

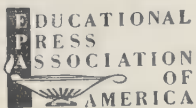
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VOLUME XXXVIII

JANUARY, 1968

NUMBER 1

CONTENTS

	Page
Speakers for 87th Annual Convention	3
Candidates for NCTA Offices	4
Classroom Teacher News	7
Outergration	9
Sanctions	13
Membership Report	18
Science Students at NCC and the NTE	20
Sick Leave and Substitute Teacher Regulations	25
87th Annual Convention Schedule	29
Congress Renews Poverty Program	29
Task Force For Public Hearings	33

ARTICLES

Morehouse Approved For Chapter	37
Reciprocity in Teacher Certification	38
The Florida-Virginia Report	40
What Our Teachers Want	42
Teachers Can't Strike	44
Legislative Corner	44

OUR ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Wrigley's Spearmint Chewing Gum	12
NCTA Credit Union	Outside Back Cover

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NEA President-Elect	Salisbury

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D. F. Walker Edenton
Q. K. Wall, Smithfield
J. C. Duncan, Yanceyville
M. Grant Batey, Raleigh
J. H. Wooten, Goldsboro

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1. Section of Educational Secretaries—Mrs. Millie Veasey, Raleigh
G. Department of Extension Education (with Vocational Agriculture)
H. Department of Librarians—Mrs. Norma M. Royal, Durham

REMINDER

To:

Division, Department, and Section Chairmen

Please get your **complete** Convention Program to us not later than February 20, 1968. We plan to get the March issue of the N. C. Teachers Record to you by March.

The NCTA State Convention Date is April 4 - 5, 1968

Place: Raleigh Memorial Auditorium, Raleigh, N. C.

Theme: Commitment to Action

Please send to headquarters names of your NCTA and NEA Convention Delegates.

I. Department of Guidance—Mrs. Alice Solomon, Raleigh
J. Department of Bible Teachers—Mrs. Eva Merritt Pratt, Durham
K. Department of Art Teachers—Mrs. Helen Daniel, Durham
L. Department of Audio-Visual Aids—J. C. Duncan, Yanceyville
Division of School Administrators and Supervisors—A. C. Crowder, Goldsboro
A. Department of Supervisors—Mrs. Dorothy P. Goodson, Raleigh
B. Department of Principals—J. H. Twitty, Saint Pauls
1. Section of Elementary Principals—J. D. McAllister, Raeford
2. Section of High School Principals—
3. Section of Junior High School Principals—S. J. Howie, Wilmington
4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro
Division of Higher Education—L. H. Robinson, Durham
A. Department of Administration—(Unreported)
B. Department of Instruction—Charles A. Ray, Durham
C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

HEADQUARTERS STAFF

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Fred D. McNeill, Jr., Field Representative and Treasurer-Manager
NCTA Credit Union
Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
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Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Mrs. Clementine Parker, Secretary to Executive Secretary, NCTA
Mrs. Gloria Hawkins, Secretary-Stenographer
Mrs. Ludie Singletary, Secretary to the Field Representative
James Jones, Building Custodian

R

Speakers

For The

87th Annual Convention

Of The

North Carolina Teachers Association



BRAULIO ALONSO
President of the NEA



DR. IRVAMAE V. APPLGATE
Former President, NEA



DR. SAMUEL M. NABRIT
Executive Director
The Southern Fellowship Fund

CANDIDATES FOR NCTA OFFICES — 1968-70

REPORT OF NOMINATING COMMITTEE

The NCTA Nominating Committee met at the NCTA headquarters building on January 6, 1968 with Mr. J. E. Byers elected as chairman, and agreed upon the following slate of candidates:

FOR PRESIDENT

Mrs. Ruth B. Jones
(unopposed)

FOR VICE PRESIDENT

Mr. J. V. Morris
Mr. J. H. Wooten, Sr.

FOR SECRETARY

Mrs. Edythe R. Tweedy
Miss Mildred M. Martin

FOR TREASURER

Dr. N. H. Harris
Mr. J. E. Batts

FOR PRESIDENT

(un-opposed)

MRS. RUTH BRASWELL JONES

Mrs. Jones is a fifth grade teacher at the Baskerville School in her native home, Rocky Mount. She is an honor graduate of Elizabeth City State College and did her graduate work at A & T College where she was inducted into Kappa Delta Pi, an honor society in education.

She has served NCTA in many capacities on the local, state and national levels and served as the North Carolina District Director of NCACT.



She has held her present position as Vice President of The North Carolina Teachers Association successfully for the past two years.

FOR VICE PRESIDENT

JIMMIE VAUGHN MORRIS

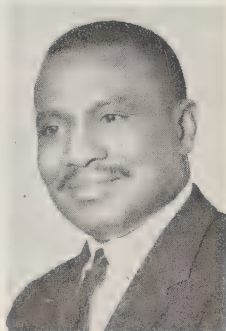
Professional Experiences:

1950 — Tougaloo College, Tougaloo, Mississippi (Extension)

1951 — Director, Summer School, Mississippi Vocational College

1951-53 — Teacher, Frink High School, La Grange, North Carolina

1953-54 — Principal, Roxboro Elementary School, Roxboro, North Carolina



1954-1962 — Principal, Olive Hill High School, Morganton, North Carolina

1962 — Principal, Mary Potter High School, Oxford, North Carolina

Educational Background:

A. B. Degree — Tougaloo College, Tougaloo, Mississippi

M. S. Degree — Indiana University, Bloomington, Indiana

Advance Principal's Certificate (30 s.h. above masters North Carolina College)

Further Studies:

Summer Scholarships:

Yale University — 1958

University of Minnesota — 1957

Tuskegee Institute — 1954

George Peabody College — 1961

Professional Activities:

National Education Association (Life Member)

National Association of Secondary School Principals (State Coordinator and National Advisory Committeeman) since 1960

Department of Elementary School Principals, N.E.A.

North Carolina Teachers Association

Parent Teachers Association

President 5 County School Masters Club (Vance, Granville, Nash, Franklin, and Warren)

Has attended all State Conventions since 1951

Has attended all National Conventions (N.E.A.) since 1962

Has attended all NASSP Conventions and has been chosen for two years to deliver papers at convention, since 1960

North Carolina Personnel and Guidance Association

National Society For The Study of Education Association for Supervision and Curriculum Development (State & National)

Vice President East Piedmont District Teachers Association

Member Supervisory Committee, N. C. Credit Union (NCTA)

Selected Outstanding Personality of the South 1967

National Advisory Board on Secondary Curriculum

Local Activities:

Notary Public State of North Carolina

Member City (Oxford) Housing Authority— Vice Chairman

Mason (32°)

Omega Psi Phi Fraternity

Deacon, Penn Avenue Baptist Church

Father three daughters, Jackie 11th grade, Theresa 6th grade, and Betina.

Wife the former Mildred Blackwell — Kinston, North Carolina

FOR VICE PRESIDENT

JOHN HENRY WOOTEN, SR.

Professional Training

B.A. and M.S. Degrees from A. & T. College, Greensboro, North Carolina in High School Science and Administration

Further Studies — University of Chicago and University of North Carolina

Leadership Service

President — Goldsboro Local Unit of NCTA

Executive Committee Member — Coastal Plains District of NCTA



President — N. C. Affiliate of National Association of Secondary School Principals.

Director of Leslie Street Community Center, Wayne County Mental Health Association, Boys Club of America and Goldsboro Urban Renewal Development.

Past Masonic Master

Officer in Consistory and Shrine

Trustee — First African Baptist Church

Present Director of NCTA representing Coastal Plains District

Member of Board of Directors of Committee on National Committee on Junior High and Middle Schools, Washington, D. C.

Listed among Who's Who in American Education — 1964

Work Experience

Teacher — Veterans Program

Teacher — High School Science

Work Camp Supervisor

Principal Adult Education School

Principal of Dillard High School

Affiliations

Life Member — NEA

NCTA Board Member

Mason and Shriner

Omega Psi Phi Fraternity

Phi Delta Kappa

National Association of Secondary School Principals

Marital Status

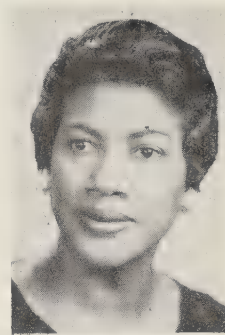
Wife—former Ernestine Whitted, graduate of Winston Salem and A. and T. Colleges.

Children—John, Jr., High School senior; Nancy, Grade 4.

FOR SECRETARY

MRS. EDYTHE ROBINSON TWEEDY

Mrs. Tweedy is a native of Greensboro, North Carolina. She attended the public schools there and was graduated from the James B. Dudley High School. She received the A.B. degree from Bennett College with a major in French and English. Her graduate work was done at Boston University, with a M. Ed. degree in Guidance. She has pursued further graduate work in guidance at New York University, Pennsylvania State University, George Peabody College for Teachers and North Carolina College at Durham.



Her professional affiliations include membership in NEA, NCTA, APGA, NCPGA, Rocky Mount Unit of NCTA.

She is guidance Counselor, Booker T. Washington Senior High School, Rocky Mount.

She has served as chairman of district and state guidance departments; Northeastern district secretary of ACT; president of Rocky Mount ACT; and is currently serving as secretary of the counselor's division of the North Carolina Personnel and Guidance Association.

She is the wife of Mr. William R. Tweedy, who is employed by the Employment Security Commission of North Carolina. They are the parents of a daughter, Gwendolyn Elaine.

FOR SECRETARY

MISS M. MILDRED MARTIN

Miss Martin, a seventh grade teacher of gifted and academically talented students at Eaton-Johnson School in her native home, Henderson, is an honor graduate of Elizabeth City State College. She completed her graduate work at North Carolina College at Durham and special study in the field of language arts at New York University. Under a National Science Foundation Fellowship



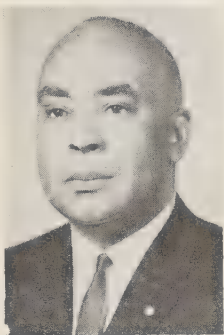
and to NDEA grants, she has pursued further study in selected academic areas at Depauw University, Southwestern College in Kansas, and East Carolina University.

For fourteen years, Miss Martin served as director of the PTA Camp for Children sponsored by the North Carolina Congress of Parents and Teachers. She was awarded the NCCCPT Merit Plaque in 1959 and was chosen as North Carolina's delegate to the National Congress of Parents and Teachers. In 1960, she was named **Woman of the Year** by the Phi Zeta Chapter of Zeta Phi Beta Sorority, Inc. and presented a plaque.

Miss Martin was secretary of the Vance County Unit of NCTA for sixteen years, and is currently serving her seventh year as secretary of the East Piedmont District of the NCTA. She is an active member of local, state, and national professional organizations and an untiring, conscientious worker in religious and civic organizations in her community.

FOR TREASURER

DR. NELSON H. HARRIS



Dr. Harris holds the A.B. degree from Virginia Union University, and the A.M. and Ph.D. degrees from the University of Michigan. He has served as head of the Department of Education and interim president of Shaw University. Dr. Harris was visiting professor at the University of Illinois in 1959-60; and visiting professor in the Graduate School at Florida A. and M.

University during the summers of 1960, 1961, 1962, 1964 and 1965. He also served as Supervisor of Negro Secondary Schools in North Carolina for four years (on leave from Shaw University). He has contributed research articles to such magazines as the Journal of Educational Research, The Nation's schools, Administration and Supervision, Journal of Negro History, Journal of Negro Education, North Carolina Teachers Record, and Quarterly of Negro Education. He was one of the editors of the 1962 John Dewey Yearbook.

At present, Dr. Harris is serving as director of student teaching at Fayetteville State College.

FOR TREASURER

MR. J. E. BATTS

(not pictured)

Mr. Batts, principal of Phillips High School, Battleboro, North Carolina is a loyal member of the teaching profession,

Why Join The Local – State – National NEA?

There was a time when belonging to the local, state or National Educational Association was simply professionally courteous. Of course there was the value of strength in numbers and receiving the principle publications. When there were households with more than one educator in them, one might have concluded, that there was little need in all belonging. You only received duplicate information. This argument will not hold true today. Today, the profession is more individualized. Programs and welfare protection are available to the individual as well as the group.

Among the many offerings of the NEA and the NCTA the following are listed:

1. The defense and protection of rights and welfare of members (NEA, NCTA and Local).
2. Low cost travel, at home and broad (NEA).
3. Annuity plans for investment (NEA).
4. Publications to keep abreast of educational trends and activities (NEA and NCTA).
5. An opportunity to help set standards and policies for the profession (NEA, NCTA and Local).
6. The availability of consultative and professional assistance (NEA and NCTA).
7. The availability of expert research and information in your area of interest (NEA and NCTA).
8. The availability of a Credit Union for savings and loans (NCTA).
9. A low rent ocean front resort for rest, recreation, relaxation and informal educational activities (NCTA).
10. Negotiations, lobbying and political activity for higher salaries and legislation for you (NEA, NCTA, and Local).
11. A National Credit Card which will permit NEA members to purchase products from National standard companies at discounts up to 40% (NEA).

The North Carolina Teachers Association adopted the "Unified Dues Plan" several years ago. This means in order to join one association you must belong to all three. In these final days before merger and in order that our association, in supporting Mrs. Koontz, will maintain a strong image, we certainly hope that our teachers will stick with us and support the unified profession.

Classroom Teacher News

AMENDMENTS TO THE CONSTITUTION OF THE NORTH CAROLINA ASSOCIATION OF CLASSROOM TEACHERS

ARTICLE IV — REPRESENTATIVE ASSEMBLY

Section 1. The election of officers and the transaction of business shall be conducted at the annual meetings of the Representative Assembly of delegates apportioned, elected and governed as hereinafter provided.

To implement the above amendment which was passed at the 1963 Convention, the following by-laws are proposed:

MEMBERSHIP CLASSIFICATION

1. Membership in the Association shall be classified as active and associate memberships.
2. Any member of the NCTA who is a classroom teacher is eligible for membership in the NCACT as an active member.
3. Any retired teacher who is a member of NCTA shall be eligible for membership in the NCACT as an associate member with all the privileges of an active member except voting and holding office.
4. The term "classroom teacher" shall mean any person devoting a major part of his time to classroom teaching or allied work considered as teaching in the local salary schedule, provided such person shall have no power of rating over other teachers in service.

DELEGATES TO REPRESENTATIVE ASSEMBLY

1. Each affiliated unit of the North Carolina Association of Classroom Teachers shall be entitled to elect one delegate and one alternate for each 10 of its members or major fraction thereof who are active members of the North Carolina Teachers Association. Said delegates and alternates to the Representative Assembly shall be certified by the president of the local unit.
2. Each local unit not having an affiliated unit of NCACT shall be entitled to one delegate and one alternate for each 20 of its classroom teachers who are members of the NCTA.

These delegates shall be certified by the District Director.

3. Credentials of delegates and alternates shall be filed with the office of the executive secretary of the NCACT on the proper forms

at least 30 days prior to the meeting of the Delegate Assembly, sent in by District Directors.

Each member of the Executive Committee of NCACT shall be a delegate ex-officio and shall be certified by the president of NCACT.

NOMINATIONS AND ELECTIONS

1. The names and credentials of all candidates for office must be submitted to the office of the NCACT executive secretary no later than sixty (60) days before the annual meeting of the Representative Assembly.
2. From this list the nominating committee shall prepare a ballot of 2 nominees for each office which is open for nominations.
3. The elections committee shall be charged with the working out of other details or plans incident to the preparation of the ballot to be used in the election.

Plans worked out by the elections committee shall be subject to the approval of the Executive Committee.

THANKSGIVING "POW WOW" HELD



Pictured during the conference were, left to right: Mrs. Beth M. Wallace, Mecklenberg County Association of Classroom Teachers, North Carolina, and Mrs. Mary C. Nesbitt, Buncombe County Education Association, North Carolina.

Sixty of the nation's classroom teachers met at the National Education Association headquarters in Washington, D. C., over Thanksgiving to discuss and debate the topic "Urban Education: Problems, Implications, and Responsibilities for Classroom Teachers." A position paper, based upon the conference, will be published in the near future. The meeting was sponsored by the NEA's Association of Classroom Teachers and planned with assistance of the National Training Laboratories Institute for Applied Behavioral Science.

CLASSROOM TEACHERS BANQUET

87TH ANNUAL CONVENTION

450 Tickets Available

The Annual NCACT Banquet will be held in the Sir Walter Hotel, Raleigh, North Carolina, April 5, 1968, 5:50 P. M.

Tickets for the banquet will be distributed in each district. Please contact your District NCACT Director early if you wish to attend the banquet. This year promises to be the best ever. You cannot afford to miss.

The speaker for the evening will be Mrs. Irva-mae Applegate, immediate past president, NEA.

District Directors' names and addresses are listed below:

Southwestern:

Mrs. Anne Miller
202 West Cedar Street
Belmont, N. C. 28012

Western:

Mrs. Clara Corry
Route 6, Box 270
Salisbury, N. C. 28144

Piedmont:

Mr. Oscar Hinnant, Jr.
805 Bellaire Street
Greensboro, N. C. 27406

Coastal Plain:

Mrs. Lillian Willingham
31 Kerr Street
Jacksonville, N. C. 28540

North Central:

Mrs. Vivian Diggs
921 E. St. James St., Ext.
Tarboro, N. C. 27886

Southeastern:

Mrs. Annie N. Gerald
Post Office Box 1169
Lumberton, N. C. 28358

Northeastern:

Mrs. Mary G. Horton
Post Office Box 466
Edenton, N. C. 27932

Expenses – North Carolina Teachers Association "Libby" Koontz Campaign Promotion

DISBURSEMENTS:

CAMPAIGN STEERING COMMITTEE & NEA CONVENTION	\$ 4,367.94
EXHIBIT EXPENSES — Campaign Booth Preparation at NEA (drafting, materials, constructing, shipping fees, assembling and dis-assembling)	650.25
PHOTOGRAPHY FOR PERMANENT RECORDS OF CONVENTION	371.49
PROMOTIONAL MATERIALS (Brochures, announcements, give-aways, calendars, posters, candidates' pictures, flyers, etc.)	3,362.87
PROMOTIONS (Consultants, AASA Conference, S. E. Regional Conference, NEA By-laws, & Rules Committee, etc.)	1,823.78
COMMUNICATIONS (Postage, telephone and telegrams)	199.45
REPAYMENT OF LOAN TO NCTA	2,000.00
TOTAL DISBURSEMENTS	\$12,775.78

RECEIPTS:

TOTAL MEMBERSHIP	11,500
LOAN FROM NCTA	\$ 2,000.00
AMOUNT RECEIPTED FROM CONTRIBUTIONS	16,125.94
TOTAL AMOUNT RECEIVED	\$18,125.94
TOTAL DISBURSEMENTS TO DATE	12,775.78
PER BANK STATEMENT 8-15-67	\$ 5,350.16

Signed _____ Secretary-Treasurer
(Mrs.) Edna C. Richards NCTA Campaign Project
Signed _____ Campaign Manager
J. C. Duncan

"OUTERGRATION"

By ELLIOTT B. PALMER

Purpose:

With the writer's experiences across the state and his involvement in the problems of minority group educators throughout the south and across the nation, through the National Committee of Educators for Human Rights and The National Council of Officers of State Teachers Associations, he has been called upon by many individuals and groups to provide information and advisement on the problems of minority group educators in and out of North Carolina. An article which appeared recently in the December issue of "The Southern Report" was based in part on information supplied by the writer. Likewise, a December, 1967 feature article, which appeared on this problem in The New York Times, gave credit to the writer for his contributions.

Jessie Allen of Durham, a doctoral student at Duke University, is preparing his dissertation in the area of this problem. His statistical findings and report should be very accurate and may be available in the spring or summer of 1968. The writer is providing what assistance he can in this endeavor.

Teacher Dismissal

When school desegregation in North Carolina began, following the adoption of the "Guidelines for School Desegregation" in 1965, one hundred and five (105) Negro teachers were dismissed on the basis of race. After the NCTA, The Legal and Educational Defense Fund, and the NAACP pursued the matter in the courts and in The Federal Government, "The Revised Guidelines" of 1966 were developed and the problem of teacher dismissal was halted. While the dismissal of the Negro teacher on the basis of race is halted, the writer is concerned about the practice, on the part of many superintendents and boards of education, to hire fewer Negro teachers than in previous years and to replace those Negro teachers who leave with white teachers when possible. This is a growing menace.

Dismissal of Principals and Supervisors

While the degree of severity on the problem of the displacing of the Negro teacher when schools are desegregated is reduced, almost stopped, a look at what is happening to the top level positions in education, which have been available to Negroes in the south, is alarming. For the past three years we have been badgered, in North Carolina in particular, with the continuous dismissal and demotion of the Negro principals and supervisors. Three years ago a general survey

was made over the state, by the writer, at which time it was disclosed, that thirty-six (36) Negro principals had been displaced when schools were desegregated. This information, plus other statistics, was revealed to the principals and supervisors of our state. One might tend to think, that with the knowledge of the trend and the possible consequence such a trend has for each and every Negro principal and supervisor, unity of action would be easily accessible. The reality of this is contrary to expectation. Why?

Fear and Complacency

With the large number of Negro principals and supervisors already dismissed, demoted or "promoted" in North Carolina, not one of them has been willing to enter into court action. Why? Many speculations have been advanced, but the reason which the investigator found most common among those dismissed was "fear". Fear expressed through such statements as "I don't want to get involved!"—"I have been assured, that I would get good recommendations." "I will get an increase in my salary as Assistant Principal." These all point towards fear of economic security. This basically has been the attitude of those dismissed, but one sees other attitudes among the total group of Negro principals and supervisors in North Carolina, that of complacency.

Among the varying types of attitudes displayed among the Negro administrators and supervisors one sees:

"It couldn't happen to me"

"As long as I can stay in the system it doesn't matter"

"Let us do something about the problem the 'others' are facing"

"These people (whites) are going to run things like they want to anyway" . . . etc

Infrequently, an encouraging note is sounded: "Let us exert every effort to do something about the problem"

or

"If they dismiss or demote me, you will have a case"

It is encouraging to note that The Division of Administrators and Supervisors finally decided to become concerned after three years of the writer's constant reminder and take a position on this matter.

It therefore, becomes the writer's purpose in this report to inform the educators of North Carolina and the readers of this report on the effect of faculty desegregation in North Carolina.

Survey Made

A recent survey was made among the Negro principals of the state. Out of 600 questionnaires sent out to principals only 67 were returned. This sample was too low for a true representation of the trend. The investigator then sent questionnaires to local unit presidents of NCTA. The returns were more representative. Out of 162 questionnaires sent to local unit presidents, 82 were returned or 50%. Below is the result of that survey. To read the tables and exclude the analysis is only half the picture.

Table I

REPLIES RELATING TO PRINCIPALS	
ITEM	REPLY
1. The number of Negro principals presently serving	379
2. The number of Negro principals removed from principalship in the last two years for any reason	55
3. The number of Negro principals which have been replaced by white principals in the last two years	10
4. The number of Negro principals displaced when schools desegregated two years ago and have moved	8
5. The number of white principals now serving in predominantly Negro schools	17
6. The number of Negro principals placed back in the classroom	21
7. The number of Negro principals serving in other capacities	16

Table II

REPLIES RELATING TO SUPERVISORS	
ITEM	REPLY
1. The number of Negro General Supervisors now serving	50
2. The number serving both white and Negro schools	30
3. The number of Negro Special Supervisors presently serving (helping teachers, subject area specialist)	120
4. The number of Negro Special Supervisors serving both white and Negro schools	87
5. The number of Negro Supervisors either replaced by white supervisors or demoted in the last two years	
General	3
Special	0
6. The number of Negro Supervisors who have moved from unit in the last two years	7
7. The number of Negro Supervisors placed back in the classroom	1

Table III

REPLIES RELATING TO TEACHERS	
ITEM	REPLY
1. The number of Negro teachers presently teaching in predominantly white schools	
Regular class assignment	640
Itinerate	52
2. The number of white teachers presently teaching in predominantly Negro schools	
Regular class assignment	371
Itinerate	128
3. The number of Negro teachers displaced due to school desegregation in the last two years	27
4. The number of Negro teachers displaced due to school desegregation and have moved away	25

Table IV

REPLIES RELATING TO GENERAL INFORMATION	
ITEM	REPLY
1. The number of Negro schools closed in the last two years	42
2. The number of Negro educators to accept positions in other fields	56

Analysis

Because of limited publication space, a detailed analysis of each item in the return will not be made. Instead, the analysis will be presented in broad, general terms.

One might tend to look at the low figures on the results of the survey and conclude, that the problem is not as great as the writer originally implied. One must keep in mind, that the returns only represent 82 of 162 units. The questionnaire was sent to last year's local unit presidents of the NCTA. There are many past units of the NCTA which no longer are in existence, because school desegregation occurred and the Negro teachers were dispersed among the several schools. Having lost contact, they gave up their local units, although many of them retained NCTA membership. These units therefore are not reflected in the total state survey.

In many of these local units and in several others which did not respond, all of the Negro principals and supervisors have either been dismissed, demoted or "promoted", replaced by whites or schools closed altogether. Among some of the units which no longer are local affiliates of NCTA are: Counties — Avery, Cherokee, Henderson, Jackson, Transylvania, Swain, Watauga, Yancey, Madison, Macon, McDowell, Graham, Alexander, Alleghany and Ashe. City Units — Andrew, Murphy and Cherryville.

Some of the local units which no longer have Negro principals or a reduced number to the knowledge of the writer are:

County or City Unit	Number of Schools	Number of Negro Principals
Alleghany	4	0
Ashe	11	0
Avery	8	0
Buncombe	33	0
Asheville	14	2
Burke	13	0
Glen Alpine	3	0
Morganton	6	0
Cabarrus	11	0
Caldwell	18	0
Catawba	19	1
Newton-Conover	7	0
Cherryville	5	0
Hendersonville	4	0
Statesville	10	3
Jackson	11	0
Lincolnton	5	0
Macon	11	0
Tryon	2	0
Randolph	17	0
Asheboro	9	0
Surry	14	0
Elkin	3	0
Mt. Airy	6	0
Swain	5	0
Transylvania	8	0
Watauga	9	0
North Wilkesboro	2	0
Yadkin	10	0
Yancey	9	0
TOTALS		
30	287	6

Conclusions

A very definite trend towards the dismissal, demotion and replacement of the Negro administrator and supervisor by whites (whether through promotion, change of title or responsibility, etc.) in North Carolina exist. Little or no resistance on the part of the Negro administrator and supervisor is being offered. If the practice of dismissal, demotion and replacement by whites is not halted, prior to the merger of NCTA-NCEA, it is not likely that the practice will be stopped at all. If the practice is not stopped it is also likely, that there will be very few if any Negro administrators in North Carolina in the very near future. The city of New York with over 800 principals has only three (3) Negro principals.

The Revised Guidelines of the U. S. Office of Education provide, that "Teachers and other professional staff may not be dismissed, demoted, or passed over for retention, promotion, or rehiring, on the grounds of race, color, or na-

tional origin". . . . While the guidelines specifically provide against demotion, dismissal or passing over, the practice is very much in evidence. The alarming aspect of this is demotion takes place in many forms.

(1) Reduced to assistant principal, (2) Given a white associate principal with parallel authority, (3) Reduction in salary when Negro teachers are sent to predominantly white schools and no white teachers are sent to the predominantly Negro schools in return. Especially, is this true when a principal has a faculty of forty or less, and (4) School closed and placed back in the classroom, etc. These actions can be contested, and perhaps prevented. There are other facets to the problem.

With only half as many white teachers teaching in predominantly Negro schools as there are Negro teachers teaching in predominantly white schools, on a regular class basis, the trend is towards reducing the size of the faculty in the predominantly Negro school, eventually leading to the closing of the school because it will be too small to operate.

Almost three times as many itinerate white teachers serve predominantly Negro schools than is the case of itinerate Negro teachers serving predominantly white schools.

The returns indicate, that over 92% of the teachers when displaced, due to desegregation of schools, tend to move away. It is common knowledge, that when the Negro educator moves from the community (especially the rural communities) much of the Negro leadership and an economic stabilizing factor for that Negro community is lost.

Position statements, hopes, speeches, individual or group visits to Washington, D. C. will not resolve the situation. We have got to get some Negro administrators to agree to enter court action when dismissal or demotion occur.

When schools are integrated, the Negro educator is "outergrated". Presently, there are 30 school suits pending in North Carolina in which the NCTA and Legal Defense Fund are involved. Should The North Carolina Teachers Association cease to exist by merging September 1, 1968, you can "throw these cases out the window" because the plaintiff, NCTA, will be non-existent and "OUTERGRATION" will become our plight.

Male Teachers Earnings Too Low

The average male classroom teacher cannot afford to give his family even a "moderate" standard of living in a large city, according to Sam M. Lambert, executive secretary of the National Education Association.

Dr. Lambert pointed to figures recently released by the U. S. Bureau of Labor Statistics which show that the head of a city family of four must spend almost \$9,200 a year to have a "moderate" way of life.

Yet the mean average salary for a male teacher is still only \$7,500, Dr. Lambert said. Even with summer jobs, moonlighting and all other income the total annual income of the male teacher is estimated at only \$9,011, he said.

The Bureau of Labor Statistics found that a moderate standard of living in a city now costs \$9,191 a year, a 50 per cent increase since 1959. The average is \$9,376 in metropolitan areas and \$8,366 in smaller cities, the report shows.

These figures represent the needs of a typical city family of four: an employed husband who is 38 years old, an unemployed wife, a 13-year-old son and an eight-year-old daughter. Total earnings of this standard family averages \$11,000 a year, the report said.

The average male teacher is 36 years old with nine years of teaching experience, Dr. Lambert said. He is college trained while the typical wage earner has just a high school education. In fact 98 per cent of male teachers have at least a bachelor's degree and 40 per cent have at least a master's degree, the NEA executive secretary said.

More than eight out of ten male teachers are married, he said, and six in ten of the married ones have two or more children.

"NEA will be unrelenting in seeking a better economic break for teachers in this affluent society," Dr. Lambert said during his recent inauguration to his high NEA post. "Our job is more important than that of a construction worker and we intend to make it pay better."

In years past men simply left

teaching for something else that would provide the basic necessities for a wife and children, he said.

"Now, he's stopped running and started fighting to make his job pay what it should. As executive secretary of NEA, I am with him in a fight to the finish."

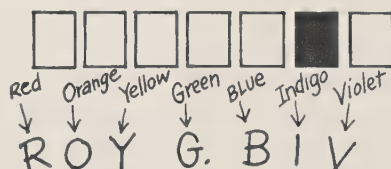
SUGGESTIONS
we hope prove useful

MNEMONIC

Wherein
memory aids can help simplify
learning. This tried-and-proven
device is by John M. Williams,
now teaching in Victoria, Texas.

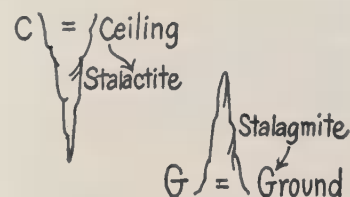
As teachers we often require our students to learn certain facts that are difficult for them to retain unless some memory aid is utilized. And to help them are methods I use in my classes, by which some of the stress of memory work can be eliminated; at least lessened.

Mnemonic devices such as key words, key letters, catchy phrases, or just systematic and orderly grouping can greatly facilitate the learning process. The following aids are some that are successful in my classes.



Suppose you have assigned to your students the task of learning the spectrum colors in order. While this is not an assignment difficult to master—red, orange, yellow, green, blue, indigo, violet

—it can be simplified by taking first letter of each color and forming a man's name. Colors of the spectrum listed in order form the name Roy G. Biv.



Frequently key letters in words can serve for distinguishing purposes. Geological cave formations called stalactites and stalagmites can be confusing for students to differentiate. The confusion may be eliminated by pointing out that "c" in *stalactite* might possibly indicate it hangs from ceiling; "g" in *stalagmite* suggests the ground.

Often confused are "port" and "starboard". The words and directions indicated can be remembered by fact "port" and "left" have 4 letters; "starboard" and "right" have more than 4 letters.



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SANCTIONS

The Teacher Fight Has Just Begun

By THE EDITOR

The question has been raised time and time again, "Do you foresee an increase in the militancy among the teachers in North Carolina and a more wide-spread use of Sanctions?" The answer is obvious — "Unless the local communities and the state government realize the importance of our public schools, the predicament faced by educators in our Capitalistic Society and begin to financially support education accordingly (with teacher salaries being a priority concern), the teacher fight has just begun!

Increased interest among teachers, with reference to the imposition of Sanctions in Winston-Salem, N. C., are already in evidence. In answer to these many inquiries, the writer attempts to present his analysis of the why(s) and what(s) behind the invoking of Sanctions in Winston-Salem.

I. BACKGROUND

An analysis of most problems will reveal, that the conditions surrounding the problems have existed for some time. This held true in the education system in Winston-Salem in 1966-67. What was the main issue (problem)?

A. The Main Issue

"The teachers of Winston-Salem/Forsyth County had not received an increase in their salary supplement for twelve (12) years." That was the basic issue. The writer is confident, that if other local communities in the state take a look at their situations, many would find this to be true of their own. Couple this with the fact, that the state pay for teachers had gone from a national average of 32nd in 1961-62 to 40th in 1966-67.

During the twelve (12) years between 1955 and 1967, the tax base increased, but local supplement did not. Funds for locally-paid teachers increased, but the teacher supplement did not. Funds for administrative and supervisory supplements increased, but the teacher supplement did not. Funds for library, music and art programs increased, but the teacher supplement did not. Funds for vocational and guidance services increased, but the teacher supplement did not. Funds for secretarial assistance increased, but the teacher supplement did not.

Winston-Salem has been ranked as one of the top paying systems in North Carolina over the

years. Consequently, it has attracted and employed many of the top qualified teachers in the state. To attract top qualified personnel through salary and programs suggest, that salary and programs must necessarily be up-graded often to keep this calibre of staff. It also suggests, that this calibre of educators will not be content with status quo or an inferior system and will readily pursue individual or group action.

B. Other Underlying Issues

1. Morale Problem

The morale of the professional staff in Winston-Salem reached its lowest ebb when the April 4, 1967, bond election was defeated by the citizens of Winston-Salem. This referendum would have increased the local supplement salaries by \$880,000.

A. Bond Issue

Many speculations have been advanced as to why the citizens voted against the bond to increase taxes on April 4th, and vote against a second election of same on November 7 by a margin twice that of the first election. Some suggest in the first instance, that tax payers felt that the teachers were being paid enough. The writer submits, that a random sampling of several of these citizens reveals, that they do not feel that teachers are being paid enough. They felt, however, that their increase should come from the government's funds and not out of their pockets.

Some advance the notion, "that in the second election, (in which the margin of no's doubled) the citizens were expressing their opposition to the teachers act of invoking sanctions in Winston-Salem." They further exclaim, "that had teachers not invoked sanctions, the bond issue might have passed the second time." The writer submits, that these arguments do not hold true. The writer submits, that Federal Taxes are levied-increased or decreased by the U. S. Congress. State taxes are levied by The State Legislature. A local tax election is the only instance in which voters have the opportunity to say yes or no about increased assessments. And this time they said it vigorously. So did the voters in Raleigh say no on January 23, to a library bond issue, and no sanctions were invoked there.

The writer holds, that also involved in the bond election were the issues of the consolidation of schools under desegregation; the improvement of (or lack of) the Paisley and Mount Tabor Schools. As one boy put it, when discussing the undesirable school conditions, "my dad said, 'go out and get a good education son'; then he went out and voted against the bond issue."

B. Administrative Attitude

In 1965, a group of classroom teachers were promised, that an effort would be made to get an increase in the local supplement the following year. That increase did not appear. In 1966, all personnel were promised, that an effort would be made to get a supplement increase for the 1967 school year; that did not appear. By 1967, the professional staff had turned a deaf ear on all promises of sincere efforts to get a supplement increase. Of all school personnel who received the local supplement, the regular classroom teacher was the only one whose supplement was limited to the 180-day school term. The classroom teacher was not paid a supplement for the extended term of five days; other school personnel however were paid the supplement for the full term of their employment.

C. Teacher Involvement

The bigger a system gets, the wider the gap in communications is likely to become. In the absence of Professional Negotiations Agreements many problems in communications arise. Winston-Salem had a morale problem developing, because the teachers were not being directly involved in the total educational program-planning in particular.

With all of these and other factors in mind, one can readily understand why the educators in Winston-Salem were motivated towards action.

II. ACTION TAKEN

After polling the teachers to determine their interest in taking action, the teachers met time and time again in an attempt to resolve their problem. Before the formal organization of a Negotiating Committee, the local Executive Committee of both The North Carolina Teachers Association and The North Carolina Education Association met and mapped plans and developed a position statement.

A. Teacher Determination

Immediately following the defeat of the April 4 referendum, the Winston - Salem / Forsyth teachers asked the board of education to, "make whatever adjustments are necessary in the budget for 1967-68 to provide the salary schedule

recommended by the board on February, 1967; that this schedule be incorporated in the teachers contracts; and that these contracts be in the hands of teachers by May 1, 1967." The teachers further asked the board to call another bond election by December, 1967.

B. Board's Determination

The local board of education was very determined, at first, to point up its inability to produce a raise for teachers out of its existing budget for 67-68, in the absence of the passage of the referendum. When more positive actions were taken, the board re-juggled its \$10,000,000 budget to provide a raise one third of the amount requested by the teachers.

In order to do this the board took the position, that it must cut activities in the area of music, art and athletics. It was suggested that the work year for counselors and industrial arts teachers be whittled, afternoon music and science programs eliminated and coaches released. It was further suggested, that six fewer teachers be hired and the number of pupils per class be increased by 1 and 1½. This would have meant the elimination of approximately 58-60 teachers. This, the board maintained was "The best it could do under the circumstances."

C. Actions and Interactions

When the board proposed the one third salary increase, the teachers objected on the following grounds.

1. That the token increase did not accomplish the objective of the profession — a competitive salary schedule that would attract and hold the best available and qualified teachers
2. That the minor cuts and adjustments in the budget would tend to only harass and cause irritation in the school program
3. That a compromise with the proposal would compromise their efforts to hold the line for better quality teachers and teaching
4. That if the profession was to endure adjustments, that the profession would rather have major adjustments take place as opposed to minor ones — to accomplish their objectives.

With that position the leaders polled the teachers, and received a decision to reject the proposals and resort to more drastic measures. At this point the local units NCTA-NCEA began to call in their state and National representatives for advisement and support (almost too late).

The membership was polled again to determine the course of action to be pursued. The inquiry provided for as follows:

- "Action Alert": Notice to public and the profession that action by local associations may be necessary
- "Professional Advisory Action": Members and prospective members of the profession would be advised not to seek employment in the local schools
- "Public Advisory Action": Notice to business and civic associations of unsatisfactory conditions in local schools
- "Work To The Rule": With-holding of professional services outside normal working hours for which no remuneration is given and/or which are not required by the terms of the contract
- "Professional Protest Day": All professional services withheld for one day which would be made up at the end of the year
- "Contract Stacking": Contracts turned into and held by associations on "all or none" re-employment basis
- "Call for Investigation": A call to state and National Associations for professional investigation of local educational conditions
- "Re-employment Service": Joint Committee set up to assist members in finding employment elsewhere
- "Paper Boycott": Elimination of paperwork not related to instructional services or required by law
- "Other Action": This gave members an opportunity to state an action not listed.

Following this poll, the decision to invoke Sanctions was made. Sanctions were invoked in May, 1967.

1. Effects of the Sanctions

The effects of the Sanctions in Winston-Salem were diverse and successful. Public reactions came from many sources, which points up its effectiveness. One of the first to respond was the Governor of the state, "The Sanctions in Winston-Salem were very unfortunate." He called local support both financial and in the form of interest 'essential' to the school system.

Representative Claude Hamrick of Forsyth, before the State House of Representatives, said, "he strongly resented the decision by the two organizations to advise teachers and prospective teachers not to seek jobs in the Winston-Salem/Forsyth County school system."

Senator Geraldine Nielson of Forsyth, said, "teachers here have not had an increase in their local supplement in 12 years 'and I'm sure Mr. Hamrick has had a raise since them'. In trying to keep up with other states, I don't think it (sanctions) was an unwise move."

The Chamber of Commerce labeled the sanctions move as "a threat," "blackmail," and "a gun at the head" of the county's voters. The Chamber directors, in a meeting with the teacher groups representatives, insisted that sanctions must be lifted before a solutions to the problems of inadequate salaries could be discussed. But the teachers held. They took the position, that sanctions could not be lifted until the teachers received some "positive, specific, concrete" proposal for higher salaries.

The Board of Education resorted to a subtle way of ignoring the existing sanctions. In one board meeting in which local, state and national NCTA-NCEA-NEA representatives were present, the chairman asked for a report from the Assistant Superintendent on the status of applicants for teaching positions and staff vacancies. The report given indicated that the system had more applicants at that time than in any previous year. And that they were in a position to contract some thirty teachers more than they had expected vacancies. This statement, of course, was "directed to the board members." None of the visitors participated in this particular board session. The writer interpreted the board's action as saying to the teacher groups "we have these many applicants in spite of your sanctions." The teachers did not believe the figures to be true, ignored it and maintained their posture.

One of the potentially most damaging events to occur during the sanctions period was a split among the leadership. In a public statement to the press, the president of the local NCEA unit expressed his disagreement with the move. The local leadership was rapid to move, and called in the writer and an NEA representative. Following this meeting, the local leadership changed the composition of the negotiating committee and excluded the president. From this point on it was smooth sailing.

What Did The Teachers Gain?

After much bargaining, and keeping the sanctions in effect, some compromises were agreed upon. The teachers did not get the amount of increase in supplement that they originally bargained for; however they did get their first increase in twelve years - 1/3 of the amount. Teachers with a bachelor's degree received a raise from

\$4 a month to \$12 a month, from the bottom to the top of the scale. Teachers with a master's degree received a raise from \$12 a month to \$15, from the bottom to the top of the scale.

The monthly salary supplement for 1967-68 is compared with the 1966-67 schedule below:

Experience Rating	Monthly 1966-67	Monthly 1967-68
A-0	\$53	\$57
A-1	\$53	\$59
A-2	\$53	\$61
A-3	\$53	\$63
A-4	\$54	\$65
A-5	\$57	\$68
A-6	\$61	\$73
A-7	\$66	\$78
A-8	\$71	\$83
A-9	\$75	\$87
A-10	\$79	\$92
A-11	\$84	\$96
A-12	\$89	\$101
G-2	\$56	
G-3	\$61	\$73
G-4	\$66	\$78
G-5	\$71	\$83
G-6	\$76	\$87
G-7	\$80	\$92
G-8	\$84	\$96
G-9	\$88	\$101
G-10	\$91	\$105
G-11	\$95	\$109
G-12	\$99	\$114
G-13	\$104	\$119

In brief, the teachers of Winston-Salem/Forsyth County, under the presidential leadership of Mrs. Emma T. Duren, NCTA and Mr. William Honeycutt, NCEA, et. al. gained the following goals utilizing negotiations and sanctions:

1. Increase in local supplement
2. Established communications with the board through a communications committee, perhaps the most important gain
3. Requested and received agreement to continue the services and programs of the 58 teachers who were to be dropped
4. Brought about an awareness among the community and the state of the needs of sanctions
5. Received contracts early in May with the supplement schedule included
6. Strengthened the local associations involvement in the total educational program
7. Brought about a second Bond Election—although it was defeated
8. Received additional funds from outside sources for in-service training programs

The teachers of Winston-Salem/Forsyth may not realize it yet, but their greatest gains were more intangible than tangible and perhaps long range. The concern expressed by some as to the increase of militancy among teachers is not to be answered with promises or artificial approaches. The "Mars Hill Decision" to provide a Communications Committee to give teachers a means of expressing their concerns or grievances, is not the answer to the prevention of "up-rise among teachers." It is not to be mistaken, Professional Negotiation is a process and legally established procedure unto itself. It is what the teaching profession needs. No "Communications Committee," which only airs its problems to the Superintendent (usually appointed by him), is going to satisfy the needs of the classroom teacher. The AASA voted that locals should establish formal negotiations between boards and teachers. To do less is to invite teacher militancy and the Union.

POSITION STATEMENT

The Board of Directors on The North Carolina Teachers Association at its regular meeting on Saturday, December 16, 1967, voted unanimously in favor of the discontinuance of The National Teachers Examination as a requirement for teacher certification in North Carolina.

The following points of view are the great concerns of the board:

1. The use of these examinations serves as a block to teacher certification. Failure to perform satisfactorily on The National Teacher Examinations could prevent students with good scholastic records and superior teaching potential from working in North Carolina. The test has the unwholesome effect of imposing a straight jacket on the requirements for entering the teaching profession in North Carolina.
2. These tests discriminate against persons who come from adverse, economic, social, and cultural environments, inadequate elementary and secondary schools, and colleges which have been operated with minimum facilities and budgets for decades. Unfortunately, Negroes have been victims of these conditions and circumstances.
3. It was not the intent of The Educational Testing Service that these tests be used by state and local school systems for teacher certification. At the most, they can serve only diagnostic purposes.
4. The ability to write test answers does not insure the ability to perform effectively in the classroom.
5. We are convinced that a single test cannot be relied upon for a state judgment that has the force of law.

(Below is a chart which compares the local supplements
for four of North Carolina's top paying systems)

Certificate Rating	Charlotte-Mecklenburg		Greensboro		High Point			Winston-Salem/ Forsyth Co.	
	Local Supplement	Total	Local Supplement	Total	Local 3 Days	Local Supplement	Total	Local Supplement	Total
G-15			\$1221.00	\$7640.50					
G-14	\$1450.00	\$7890.00	1068.00	7487.50	\$104.10	\$1075.90	\$7599.50		
G-13	1400.00	7840.00	915.00	7334.50	104.10	1033.90	7557.50	\$936.00	\$7355.50
G-12	1350.00	7614.50	891.00	7134.75	101.25	994.75	7339.75	891.00	7134.75
G-11	1300.00	7390.00	864.00	6941.25	98.55	955.45	7131.25	855.00	6932.25
G-10	1250.00	7174.50	801.00	6711.75	95.85	916.15	6922.75	819.00	6729.75
G-09	1200.00	6960.00	777.00	6530.50	93.30	876.70	6723.50	792.00	6545.50
G-08	1150.00	6744.50	756.00	6343.00	90.60	837.40	6515.00	756.00	6343.00
G-07	1100.00	6539.00	735.00	6155.50	87.90	798.10	6306.50	720.00	6140.50
G-06	1050.00	6343.50	714.00	5995.75	85.65	758.35	6125.75	684.00	5965.75
G-05	1000.00	6148.00	654.00	5797.00	83.40	718.60	5945.00	639.00	5782.00
G-04	950.00	5971.00	636.00	5640.25	81.15	678.85	5764.25	594.00	5598.25
G-03	900.00	5785.00	615.00	5489.75	79.05	638.95	5592.75	549.00	5423.75
G-02	850.00	5599.50	600.00	5345.25	76.95	599.05	5421.25	504.00	5249.25
A-14			1122.00	6958.75					
A-13	1250.00	7106.50	987.00	6823.75	94.65	1043.35	6974.75		
A-12	1200.00	7056.50	834.00	6670.75	94.65	1001.35	6932.75	801.00	6637.75
A-11	1150.00	6851.00	810.00	6498.75	92.25	961.75	6742.75	756.00	6444.75
A-10	1100.00	6645.50	789.00	6320.50	89.70	922.30	6543.50	711.00	6242.50
A-09	1050.00	6460.00	732.00	6124.75	87.45	882.55	6362.75	675.00	6067.75
A-08	1000.00	6264.00	711.00	5965.00	85.20	842.80	6182.00	639.00	5893.00
A-07	950.00	6078.00	690.00	5805.25	82.95	803.05	6001.25	594.00	5709.25
A-06	900.00	5902.00	669.00	5654.75	80.35	763.15	5829.75	549.00	5534.75
A-05	850.00	5716.00	645.00	5501.25	78.75	723.25	5658.25	513.00	5369.25
A-04	800.00	5530.00	600.00	5317.50	76.50	683.50	5477.50	486.00	5203.50
A-03	750.00	5354.00	579.00	5167.00	74.40	643.60	5306.00	477.00	5065.00
A-02	700.00	5177.50	564.00	5031.75	72.45	603.55	5143.75	477.00	4944.75
A-01	650.00	5001.00	543.00	4890.50	70.50	563.50	4981.50	477.00	4824.50
A-00	600.00	4834.50	525.00	4752.25	68.55	523.45	4819.25	477.00	4704.25
B-06	650.00	5069.00			71.40	671.60	5146.00	549.00	4952.00
B-05	600.00	4883.00			69.30	636.70	4979.50	513.00	4786.50
B-04	550.00	4716.50			67.50	601.50	4831.50	486.00	4648.50
B-03	500.00	4560.00			65.70	566.30	4683.50	477.00	4548.50
B-02	450.00	4393.00			63.90	531.10	4535.50	477.00	4417.50
B-01	400.00	4236.50			62.10	495.90	4387.50	477.00	4306.50
B-00	350.00	4080.00			60.45	460.55	4248.75	477.00	4204.75

For those systems paying lower or no supplements, the potential unrest among teachers increases.

THE MATHEMATICS COUNCIL OF NORTH CAROLINA TEACHERS ASSOCIATION BUSINESS MEETING

Date: April 5, 1968

Time: 3:30 p.m. to 4:30 p.m.

Presiding: Mrs. Josie M. Thompson, President

Topics: I. Progress Report of Modern Mathematics Program in our schools.

II. Plans for future activities.

Will the following persons plan to attend:

1. All members of the Council.
2. All district Chairmen of mathematics sections.
3. One teacher representative from grades K through 12 from each school in our state.
4. Any other persons interested in the mathematics Program.

Notice: Please send a card to Mrs. Josie M. Thompson, 318 Myrtle Ave., Rocky Mount, N. C. with the names of the representatives from your school who are planning to attend the meeting.

TRI-STATE CONFERENCE ANNOUNCED

A Tri-State Conference on "The Treatment of Minority Groups in Textbooks" will be held on March 14-15, 1968 at the Jack Tar Hotel in Durham. The states of South Carolina, Virginia and North Carolina will participate. The Conference will be open for participation by interested persons, although North Carolina will be limited to 300 invitations.

Registration and exhibits will open at 9:00 a.m. on the 14th, with the First General Session at 10:00 a.m. the Conference will close at 2:30 p.m. on the 15th.

NSTA-NASA Youth Science Congresses

The National Science Teachers Association (NSTA) and the National Aeronautics and Space Administration (NASA) announce plans for a new series of Youth Science Congresses to be held during the spring of 1968. The program will consist of twelve regional congresses convened at major NASA Field Centers across the country and at three supplementary centers.

At each of the two-day regional congresses, students will present oral reports of their investigative and research-type projects and studies, and engage in discussion sessions with their fellow students and with NASA scientists. An additional feature of the Congresses will be tours of NASA laboratories and facilities, and those of related aerospace industries.

All students in grades 10 through 12 in any U. S. High School are eligible to apply. Twenty students will be selected in each of twelve geographic regions. Detailed information about regions, dates, locations of Congresses, and application forms may be obtained by writing to: Director of Student Development Programs, National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

Teachers having students who would benefit from the experience of taking part in such a congress should encourage them to begin promptly with the activities essential for participation; (1) undertaking an investigative or research-type project in any of the sciences including mathematics, and (2) the preparation of a written report of the problem, the investigative procedures used, the results obtained, and tentative conclusions or interpretations of results.

(Continued on Next Page)

1967-68 Membership Report

(As Of January 31, 1968)

Any Errors or Omissions Will Be Gladly Corrected

Memberships @ \$12.00 NCTA — \$10.00 NEA

County & City Units	No. In Local Unit	No. In NCTA	Amount NCTA	% NCTA	No. In NEA	Amount NEA	% NEA
COASTAL PLAIN DISTRICT							
CARTERET COUNTY	19	19	228.00	100%	7	70.00	
CRAVEN COUNTY	100	53	636.00		52-1L	520.00	
New Bern		34-1 Asso.	246.00		31	310.00	
DUPLIN COUNTY							
GREENE COUNTY		60	720.00		66	660.00	
JONES COUNTY		48	576.00		48	480.00	
LENOIR COUNTY		161	1,932.00				
Kinston	127	78	936.00		40	400.00	
NEW HANOVER COUNTY	235	181	2,172.00		180	1,800.00	
ONslow COUNTY		40	480.00		34-1L	340.00	
PAMLICO COUNTY							
PENDER COUNTY	106	91	1,092.00		86-5L	875.00	
WAYNE COUNTY		139	1,668.00		96	960.00	
Fremont							
Goldsboro		62-4 Asso.	768.00		55-7L	550.00	
TOTALS		966-5 Asso.	11,622.00		695-7L	6,950.00	
EAST PIEDMONT DISTRICT							
DURHAM CITY UNIT	206-1	Assoc.	2,478.00		210-2L	2,100.00	
N. C. COLLEGE UNIT		4	48.00		3	2.00**	
FRANKLIN CITY UNIT	16-1	Ret.	194.00		13	130.00	
GRANVILLE COUNTY	120		1,440.00		118-2L	*	
KITTRELL COLLEGE UNIT	1		12.00				
VANCE COUNTY UNIT	22		264.00		20-1L	200.00	
WAKE COUNTY	170-1	Asso.	2,016.00		179-1L	1,490.00**	
Raleigh City Unit	199		2,388.00		2-5	10.00**	
Shaw University Unit	1		12.00		1	10.00	
St. Augustine's College	9-1	Asso.	114.00		10-1L	165.00**	
Governor Morehead School							
State Board of Education							
State Department Unit							
NCTA Headquarters Staff	3		36.00		3L	*	
Raleigh At Large							
WARREN COUNTY							
TOTALS		764-3 Asso.	9,188.00		760-11L	4,075.00**	
NORTH CENTRAL DISTRICT							
EDGEcombe COUNTY UNIT							
Tarboro Unit							
HALIFAX COUNTY UNIT							
Weldon Unit							
JOHNSTON COUNTY	80		960.00		49	*	
NASH COUNTY	130		1,560.00		130	1,300.00	
Rocky Mount Unit	102		1,224.00		7	7.00	
NORTHAMPTON COUNTY	114		1,368.00		111-3	1,135.00	
WILSON COUNTY	77		925.00		67	670.00	
Elm City Unit							
Wilson City Unit							
TOTALS		503	6,037.00		364-3L	3,165.00	
NORTHEASTERN DISTRICT							
BEAUFORT COUNTY	22		264.00				
Washington City	54		648.00		53	530.00	
BERTIE COUNTY	161	97-1 Asso.	1,170.00		93	930.00	
CAMDEN COUNTY							
CHOWAN COUNTY - EDENTON	65		780.00		52-4L	520.00	
CURRITUCK COUNTY	20		240.00		17	170.00	
DARE COUNTY							
GATES COUNTY		1	10.00				
HERTFORD COUNTY	165	79	948.00		69-11L	690.00	
HYDE COUNTY	34	31	372.00		31	310.00	
MARTIN COUNTY	160	131	1,572.00		119	1,190.00	
PASQUOTANK - ELIZ. CITY	102		1,224.00		100	*	
Eliz. City State College							
PERQUIMANS COUNTY	55	25	300.00		25	250.00	
PITT COUNTY	270	167	2,004.00		165-2L	1,650.00	
Geeville City Unit		61	732.00		64	640.00	
TYRRELL COUNTY	24	22	264.00		23	230.00	
WASHINGTON COUNTY							
TOTALS		877-1 Asso.	10,528.00		811-17L	7,110.00**	
PIEDMONT DISTRICT							
ALAMANCE COUNTY							
Burlington		53	636.00		48-6L	480.00	
CASWELL COUNTY	128	128	1,536.00	100%	113-15L	*	100%
CHATHAM COUNTY	102	42	504.00				
DURHAM COUNTY	144	70	840.00		50-1Ret	502.00	
FRANKLIN COUNTY		23	276.00		6	60.00	
GUILFORD COUNTY							
Greensboro	309-1	Asso.	3,714.00		312-14L	3,145.00	
High Point	109-1	Asso.	1,314.00		63	630.00	
A. & T. College	2		24.00		1L	25.00	
Bennett College					1	*	
LEE COUNTY	37		444.00		36	360.00	
MOORE COUNTY	76		912.00		75	750.00	
ORANGE COUNTY	42		504.00		37-5L	370.00	
Chapel Hill							
PERSON COUNTY							

County & City Units	No. In Local Unit	No. In NCTA	Amount NCTA	% NCTA	No. In NEA	Amount NEA	% NEA
RANDOLPH COUNTY-ASHEBORO							
RICHMOND COUNTY							
Hamlet	39		468.00		40-1L	400.00	
Rockingham City Unit							
Morrison Training School	23		276.00				
ROCKINGHAM COUNTY	47	47	564.0	100%	47	470.00	100%
Leaksville Unit	16		192.00		15-1L	150.00	
Madison-Mayodan Unit	27	22	264.00		21-1L	210.00	
Reidsville Unit							
SCOTLAND COUNTY-LAURINBURG	89		1,068.00		81-1L	825.00	
TOTALS	1,127-2	Asso.	13,536.00		945-45L	8,377.00	
SOUTHEASTERN DISTRICT							
BLADEN COUNTY	116		1,392.00		106	*	
BRUNSWICK COUNTY							
COLUMBUS COUNTY	142	132	1,584.00		124-8L	1,240.00	
Whiteville	36	39-1R	468.00	100%	31-7L	310.00	100%
CUMBERLAND COUNTY	178	178	2,136.00	100%	175-2L	1,750.00	
Fayetteville City Unit		141-1R	1,694.00		141-1R	1,477.00	
Fayetteville State College	47	55	660.00		35-2L	350.00	
HARNETT COUNTY	101		1,212.00		94	940.00	
Hoke County							
Leonard Training School	17		204.00				
ROBESON COUNTY	105		1,260.00		99-1L	990.00	
Farmont Unit	41		492.00				
Lumberton Unit	25		300.00		26	260.00	
Red Springs Unit	29		348.00				
Saint Pauls Unit	40	39	468.00		28-1L	290.00	
SAMPSON COUNTY	137		1,644.00		131-6L	1,310.00	
Clinton Unit	55		660.00		51	510.00	
TOTALS	1,245		14,942.00		1,076-27L	9,777.00	
SOUTHWESTERN DISTRICT							
AVERY COUNTY							
BUNCOMBE-ASHEVILLE UNIT	119	96	1,152.00		81-15L	810.00	
BURKE COUNTY		19	228.00		12	120.00	
CALDWELL-Lenoir Unit							
CATAWBA COUNTY-Newton-Hickory	14		168.00		12	120.00	
CHEROKEE COUNTY							
Andrews							
Murphy							
CLEVELAND COUNTY	108		1,296.00		106-2L	*	
GASTON COUNTY	54		648.00				
Gastonia	42		504.00		20-5L	200.00	
Cherryville							
HAYWOOD COUNTY-CANTON							
Hendersonville Unit							
JACKSON COUNTY							
LINCOLN COUNTY	23		276.00		17-1L	170.00	
Lincolnton							
MACON COUNTY							
MADISON COUNTY							
MCDOWELL COUNTY							
Marion	8	4	45.00				
MECKLENBURG-CHARLOTTE	311		3,732.00		337-1L	*	
Johnson C. Smith Univ.		2			1	10.00	
POLK COUNTY	6	6	72.00	100%	6	60.00	100%
RUTHERFORD COUNTY							
SWAIN COUNTY							
TRANSYLVANIA COUNTY							
WATAUGA COUNTY							
YANCEY COUNTY							
TOTALS	679		8,145.00		592-23L	1,490.00**	
WESTERN DISTRICT							
ALEXANDER COUNTY							
ALLEGHANY COUNTY							
ANSON COUNTY							
Morven Unit							
Wadesboro							
ASHE COUNTY							
CABARRUS COUNTY							
Barber-Scotia College	1		12.00		1	10.00	
Concord Unit	43		516.00				
Kannapolis	24-2	Asso.	300.00		23	230.00	
DAVIDSON COUNTY	28		336.00		26-2L	300.00	
Thomasville City Unit	36		432.00		36	360.00	
DAVIE COUNTY							
FORSYTH COUNTY/WINSTON-SALEM	400	251-1R	3,012.00		310-4L	870.00*	
Winston-Salem State College	9		108.00		4-1L	2,230.00	
IREDELL COUNTY	55	59	708.00	100%	55	550.00	100%
Mooresville Unit	14	14	168.00	100%			
Statesville Unit		15	180.00		15-1L	150.00	
MONTGOMERY COUNTY		46	552.00				
ROWAN COUNTY		97-5	1,194.00		90-3L	1,115.00	
Salisbury Unit		35	420.00		22		
Livingstone College							
STANLY COUNTY - ALBEMARLE		13	156.00		6	60.00	
STOKES COUNTY	45	17	204.00		17	170.00	
SURRY COUNTY	7	6	72.00		1	10.00	
UNION COUNTY		48	576.00		48	480.00	
Monroe City Unit							
WILKES COUNTY	23		276.00		10	*	
TOTALS	765-7	Asso.	9,220.00		664-11L	5,697.00	
		1 Retired					

* Checks made to NEA
** Difference to NEA

The National Science Teachers Association conducts a number of programs for youth of which the NSTA-NASA Youth Science Congresses program is one. Other NSTA student programs include the Future Scientists of America (FSA) school science clubs and the Ford-Future Scientists of America (Ford-FSA) Awards Program now in its seventeenth year. In addition, NSTA sponsors the official U. S. student delegation to the International Youth Science Fortnight in London, England each summer.

NEA Announces Credit Card Plan

A credit card that will enable a National Education Association and state education association members to obtain discounts on nationally recognized merchandise was announced recently.

The credit card will be offered through Teachers Services Corporation (TSC), an organization established by the NEA to provide economic benefits for NEA and state education association members at preferred rates.

Applications for credit cards are available to members from the Teachers Services Corporation, P. O. Box 19049, Washington, D. C. 20036. The credit cards cost \$3.00 each.

The first discounts offered are on the products of Firestone, Goodrich, Goodyear, General and Uniroyal companies. As examples, the credit card entitles the holder to 40% discount on all highway tires, 35% discount on mud and snow tires, and 25% discount on major brand batteries. Members who subscribe to the TSC credit card plan before July 1, 1968, will be registered as charter members and will be notified automatically when new products are added to those now offered.

There will be no interest or service charges by TSC. Members of the credit card plan will be expected to pay when billed.

Science Students at NCC and the NTE

A COMPARATIVE ANALYSIS

(A Pilot Study)

By John L. Stewart

Assistant Professor of Biology
North Carolina College at Durham
Durham, North Carolina

The recent inauguration of the National Teachers Examination as one of the requirements for certification in North Carolina brought about added concern for the academic performance of student teachers in the area of science, as well as the other areas of general education. This comparative analysis of the performance of science majors with non-science majors, in the area of general science, was undertaken to find out how much better if any, the science majors could perform on objective tests than the non-science majors. At the same time, the information, it was assumed, would give an indication of the improvement that science student teachers in general would need to make in knowledge and understanding of science in order to be among the best performers on objective tests, such as those used for the National Teachers Examination.

The purpose of this analysis was to determine how the performance on science tests, in the area of general science, of the science majors and non-science majors compare.

The specific problem in this analysis was to determine whether or not the science majors of the experimental group could answer correctly more of the items on science test, in the area of general science, than the non-science majors.

The hypothesis in this analysis was that the performance of the science majors on general science tests would be no better than the performance of the non-science majors.

Method and Procedure

To provide the data for the analysis, three modified true-false tests, two multiple choice tests, and five standardized tests were administered. Each of the three true-false tests and each of the two multiple choice tests consisted of 25 items. Some of the items were selected from "Test" by Francis D. Curtis to accompany Caldwell and Curtis's Everyday Science. Other items were selected from the National Teacher Examination Series. The five standardized tests were:

Step-Sequential Test of Educational Progress

1. Form IA-Science 60 items
2. Form IB-Science 60 items

*Sponsored by the Faculty Research Committee of the North Carolina College at Durham

Iowa Test of Educational Development

3. Form X-3S; Test 2 General Background in the Natural Sciences 90 items
4. Form Y-3S; Test 2 General Background in the Natural Sciences 90 items

Gat-Cooperative General Achievement Test

5. Form YZ: Test 2—
Natural Science 60 items

Opaque Projector technique was used in administering the three modified true-false tests. All of the students of the group, science majors and non-science majors, were given answer sheets on which to record their answers. The test items were flashed on a screen. In each item, one or more words were underlined. If the statement, as given, were correct, a check mark was placed in the blank space on the answer sheet under "True". If the statement, as given were incorrect, a check was placed in the blank space under "False". Then, on the answer sheet in the space under "Correct Word(s)" the word or words which should be substituted in order to make the statement correct was written.

Examples

1. General science includes **all** the major branches of science.

"True"	"False"	"Correct Word(s)"
X		

2. General science includes **few** of the major branches of science.

"True"	"False"	"Correct Word(s)"
	X	all

When the majority of the members of the group, by raising their hands, indicated that they had answered the question, the flashing of the items on the screen was continued until all 25 questions were answered.

After the 25 items of each of the true-false tests were answered by the students, both the questions and the answers were flashed on the screen. In the "Space for Correction", on the answer sheets, the students wrote in the correct answers opposite the answers they had incorrect, making no changes in the answers they had originally given. Time was taken for special consideration of those test items about which the students had questions.

Opaque Projector technique was also used in administering the two multiple-choice tests.

The students were given the answer sheets. The test items were flashed on a screen. When the majority of the members of the group, by raising their hands, indicated that they had answered the question, the next item was flashed on the screen. Each test item was followed by four or more suggested answers. The one that was selected as the best answer to the question was designated by writing a, b, c, d, or e opposite the number of the item on the answer sheet. As each test was finished, the test items, one at a time, along with the best answer, were again flashed on the screen. In this way, the students saw the correct answers of all of the items but made no changes in the answers they had originally given. With the multiple-choice, just as with the modified true-false, time was taken for special consideration of the items about which the students had questions.

3. The five standardized tests were administered and scored in accordance with the procedure established for each of those tests.

I. Findings from the first modified True-False Test

On the first modified true-false test, Table I, the average number of the 13 science majors giving correct answers to each of the 25 test items was 7.7 or an average per cent of 57.0. That is, the total of all of the correct answers divided by 25 equaled 7.7 per student. The item which was answered correctly by all 13 science majors, stated that "The weight of a gallon of hot water is **greater** than that of a gallon of cold water". The statement, as given, was false and **less** was substituted for **greater**. The item which received no correct answers stated that "Without oxygen **little** heat could be secured from the food we eat". The statement, as given, was false, and **no** should have been substituted for **little**. The average number of the 13 science majors giving the correct word for all 125 items was 3.5 or an average per cent of 26.4.

TABLE I

Test No	Majors & Non-Majors	Av. No. Correct Answers	Av. % Correct Answers	Av. No. Correct Words	Av. % Correct Words	Av. Total Correct Answers	Av. % Correct Answers	Av. Total Correct Words	Av. % Correct Words
I	13	7.7	57.0	3.5	26.4	11.1	57.6	5.3	26.5
II	13	7.8	59.2	3.5	26.4	11.1	57.6	5.3	26.5
III	11	7.1	53.5	3.3	25.4	11.0	57.8	5.0	26.6
IV	10	4.3	44.0	1.7	21.6	8.7	49.4		
V	12	4.6	55.2			11.0	51.1		
VI	11	7.5	62.8			10.7	56.8		
VII	9	4.7	52.0			7.1	54.5		
VIII	14	6.1	44.1			10.3	38.8		
IX	6	2.9	46.8			4.2	47.2		
X	3	1.4	46.6			8.0	53.4		
Av	10.8	5.7	53.1	3.9	40.0	9.4	52.6	5.8	28.9

"A magazine is more difficult to burn than its separate pages, because carbon dioxide cannot so easily reach all part of the magazine". The statement, as given, was false, and **oxygen** should have been substituted for **carbon dioxide**. An example of those with no correct words, stated that "Water vapor is likely to be purer than ground water". The statement, as given, was false and **certain** should have been substituted for **likely**.

The average number of the 7 non-science majors giving correct answers to each of the 25 test items was 3.8 or an average per cent of 52.1. The average number of non-science majors giving the correct words to all 25 items was 1.8 or an average per cent of 25.4. Six had the correct word for the item that stated "In a room currents move **away** from an open draft of a stove or furnace". The statement, as given, was false and **toward** was substituted for **away from**. An example without the correct word, stated that "The weight of a gas balloon increases as it **ascends**". The statement, as given, was false and **volume** should have been substituted for **weight**.

In terms of correct answers on this test the science majors performed better than the non-science majors by an average per cent of 4.9. In terms of correct words, the science majors performed better than the non-science majors by an average per cent of 1.0. The average time per item on this test of 25 items was 22 seconds.

II. Findings from the Second Modified True-False Test

On the second modified true-false test the average number of the 13 science majors giving the correct answers to each of the 25 test items was 7.8 or an average per cent of 64.4. While 12 answered the item that stated "A city which has a hard-water supply installed a softening plant and softened all the water. The next year the grocers

in that town sold more soap". The statement, as given, was false, and **less** was substituted for **more**. "Objects are **pulled** toward a vacuum". The statement, as given, was false and **pushed** or **forced** should have been substituted for pulled. The average number of the 13 science majors giving the correct word to all 25 items was 5.0 or an average per cent of 58.2. While item 3 received the correct word from 12 of the science majors, no one substituted the correct word in item 5.

The average number of the 8 non-science majors giving correct answers to each of the 25 items was 4.8 or an average per cent of 60.0. The average number of the 8 non-science majors giving the correct word to all 25 items was 2.3 or an average percent of 28.6. "Indirect lightening is most successful if the walls and ceiling are **dark**". The statement, as given, was false and light was substituted for dark.

The average number of the 21 student teachers giving the correct answers was 12.6 or an average per cent of 59.9. The average number of the 21 students giving the correct words for the 25 items was 7.1 or an average per cent of 33.8. The average time per item on this test of 25 items was 25 seconds.

III. Findings from the Third Modified True-False Test

On the third modified true-false test the average number of the 19 science majors giving the correct answers to each of the 25 test items was 7.1 or an average per cent of 53.5. "Saturated air is air that has all the **water vapor** or moisture it can hold". The statement, as given, was true and no substitution was necessary. "The molecules composing hot water moves **more slowly** than do those composing ice water". The statement, as given, was false and **faster** was substituted for **more slowly**. The average number giving the correct word to the 25 items was 3.3 or an average per cent of 35.6. An example of the items without the correct word, stated that "If the **pupil** of the eye never change, we would be unable to see any objects except those that happen to be at a certain distance from the eye". The statement, as given, was false and **lens** should have been substituted for pupil.

The average number of the 8 non-science majors giving the correct answers was 3.9 or an average per cent of 49.0. The average number giving the correct word to the 25 items was 1.7 or an average per cent of 21.6. "The circulation of air about our bodies **decreases** the amount of evaporation of perspiration from our skins". The statement, as given, was false and **increases** should have been substituted for decreases. "Conditioned air is air that has the **temperature** and the per-

centage of **carbon dioxide** in it regulated", was an example of those receiving no correct words. The statement was false and **water vapor** should have been substituted for **carbon dioxide**.

The average number of the 19 student teachers giving the correct answer was 11.0 or an average per cent of 57.8. The average giving the correct words for the 25 items was 5.0 or an average per cent of 26.6. The average time per item on this test of 25 items was 20 seconds.

IV. Findings from the First Multiple Choice Test

On the first multiple choice test the average number of the 10 science majors giving correct answers to each of the 25 test items was 4.3 or an average per cent of 44.0. "The earth rotates on its axis once in every (A) 20; (B) 21½; (C) 23½; (D) 24½; (E) 24 hours". "Twenty-four hours" was the best answer.

The average number of the non-science majors giving correct answers to the 25 multiple choice items was 3.7 or an average per cent of 46.4. Item 11 was "Select the one of the following agents of weathering which is more likely to act in the temperate zone than in the tropics: (A) freezing water; (B) carbon dioxide in soil water; (C) oxygen in air; (D) carbon dioxide in air; (E) Gravity; (F) growing plants; (G) animals". Freezing water was the best answer.

The average number of the 18 student teachers giving correct answers to the 25 items was 8.7 or an average per cent of 49.4. "Growing plants increase the relative humidity in a room by (A) dormancy; (B) digestion; (C) osmosis; (D) assimilation; (E) protoplasm; (F) transpiration. "Transpiration" was the best answer.

V. Findings from the Second Multiple Choice Test

On the second multiple choice test the average number of the 12 science majors giving correct answers to each of the 25 test items was 4.6 or an average per cent of 55.2. "The human body is composed mainly of (1) nitrogen, phosphorus, calcium, (2) potassium, nitrogen, oxygen, (3) calcium, iron, potassium, (4) carbon, hydrogen, oxygen, (5) iron, calcium, hydrogen". "Carbon, hydrogen and oxygen" was the best answer.

The average number of the 9 non-science majors giving correct answers to each of the 25 test items was 4.5 or an average per cent of 51.5. "The three elements found most commonly in commercial products are (1) nitrates and carbon dioxide, (2) carbon dioxide and water, (3) nitrates and nitrites, (4) carbon monoxide and hydrogen, (5) nitrates and water". "Carbon dioxide and water" was the best answer.

The average number of the 21 student teachers giving the correct answers to the 25 test items was 11.0 or an average per cent of 51.1. "Green wood is not good for starting fires because (1) the presence of sap makes the wood difficult to vaporize, (2) water in the wood smothers the flames, (3) water lowers the kindling temperature of wood, (4) the carbon is not in combustible form and (5) the protoplasm in the cells must first be killed". "Water lowers the kindling temperature of wood" was the best answer. The average time per item on this test of 25 items was 22 seconds.

VI. Findings from the Iowa Test of Educational Development, Form X-3S

The average number of the 11 science majors giving the correct answer to each of the 90 test items was 7.5 or an average per cent of 62.8. "What enables a man to live in a greater range of climate than most other animals"? (1) He is stronger than other animals. (2) He is a warm-blooded animal. (3) He can control his surroundings to a greater extent. (4) He eats less than other animals". "He can control his surroundings to a greater extent", was the best answer.

The average number of the 8 non-science majors giving the correct answers to each of the 90 test items was 3.9 or an average per cent of 47.0. "What is the chief purpose of insulation in the walls of an electric oven? (1) To permit the use of a thermostat to control the oven temperature. (2) To reduce heat loss through the walls of the oven. (3) To reduce the hazard of electric shock. (4) To permit the use of lower oven temperatures in cooking". The best answer was number 2.

The average number of the 19 student teachers giving correct answers was 10.7 or an average per cent of 56.8. "Our solar system is made up of (1) the sun, moon, and earth. (2) the sun, its planets, and stars. (4) all heavenly bodies including the earth. The best answer was number 2.

VII. Findings from the Iowa Test of Educational Development, Form Y-3S

The average number of the 9 science major giving the correct answer to each of the 90 test items was 4.7 or an average per cent of 52.0. "Which acid is most widely used in industry? (1) acetic. (2) carbonic. (3) Phosphoric. (4) Sulphuric". The best answer was number 4.

The average number of the 4 non-science majors giving the correct answers to each of the 90 test items was 2.4 or an average per cent of 57.1. "Which is changed when the eye is focused first on a distant and then on a nearby object? (1) The transparency of the retina. (2) The thickness of the cornea. (3) The transparency of the lens. (4) The thickness of the lens". The best answer was number 4.

The average number of the 13 student teachers giving the correct answers was 7.1 or an average per cent of 54.5. "What, if any, is the distinction between climate and weather? (1) There is no important distinction. (2) Climate is primarily a matter of rainfall, while weather is primarily a matter of temperature. (3) Climate pertains to longer periods of time than weather. (4) Weather is determined by clouds, while climate is determined by winds". The best answer was number 3.

VIII. Findings from the Sequential Test of Educational Progress, Form I-A

The average number of the 14 science majors giving the correct answer to each of the 60 test items was 6.1 or an average per cent of 44.1.

The average number of the 13 non-science majors giving the correct answer to each of the 60 test items was 4.3 or an average per cent of 33.4. Item one involved George Jones, who had asked the country agricultural agent's advice on increasing the productivity of his farm. Item 24 concerned a group of tourists exploring a steep-sided canyon in the south-western United States—earth is curved.

The average number of the 27 student teachers giving the correct answers to the 60 items was 10.3 or an average per cent of 38.8.

IX. Findings from the Sequential Test of Educational Progress, Form I-B

The average number of the 6 science majors giving the correct answer to each of the 60 test items was 2.9 or an average per cent of 46.8.

The average number of the 3 non-science majors giving the correct answer to each of the 60 test items was 1.4 or an average per cent of 46.6.

The average number of the 9 science teachers giving the correct answer to each of the 60 items was 4.2 or an average per cent of 47.2.

The construction of this test, like Form I-B, involved graphs, charts and propositions which did not lend themselves to the use of examples in this summary of the findings.

X. Findings from the Cooperative General Achievement Test, Form YZ

The average number of the 9 science majors giving the correct answers to each of the 60 test items was 4.6 or an average per cent of 51.4. "Protecting the body from a particular disease by a method such as inoculation is known as (A) hygiene (B) disinfection (C) quarantine (D) immunization (E) sterilization". Immunization was the best answer.

The average number of the 6 non-science majors giving the correct answer to each of the 60 test items was 3.4 or an average per cent of 56.9. "The prevention of some forms of anemia involves the use of food containing (A) calcium (B) phosphorus (C) iron (D) flourine (F) iodine. "Iron" was the best answer.

The average number of the 15 student teachers giving the correct answer was 8.0 or an average per cent of 53.4.

Summary of Findings

The average per cent of correct answers, Table I, for the science majors on all ten tests was 53.1, and for the non-science majors 50.0. Thus, the performance of the science majors was better than the performance of the non-science majors by 3.1 per cent.

The average per cent of correct answers, Table I, for science majors and non-science majors, on all ten tests was 52.6, or, in other words, slightly more than half of the items on all ten tests received correct answers from the average number of 18.2 students who took the ten tests.

The average per cent of correct words, Table I, for the science majors who took the three modified true-false tests was 40.0, and for the non-science majors 25.2. Thus, the performance of the science majors was better than the performance of the non-science majors by 14.8 per cent. The average number of correct words given by those who took the modified true-false tests was 5.8 or an average per cent of 28.9.

In reference to raw scores a science major made the highest score of 24 on the first modified true-false test, and a non-science major made the lowest of 7. On the second true-false test one non-science major and three science majors made the highest score of 20. A non-science major made the lowest of 11. On the third true-false test two non-science majors made the highest score of 18. A non-science major made the lowest of 4.

On the first multiple-choice test one non-science major and one science major made the highest score of 20. A science major made the lowest of 6. On the second multiple-choice a science major made the highest of 20. One science major and one non-science major made the lowest score of 9.

On the first true-false a science major had the highest number of correct words of 12, and two non-science majors had none. On the second true-false, a science major had the highest of 16. One science major and one non-science major had none. On the third, a science major had the highest of 8, and one science major had none.

The average time devoted to answering each item on the five tests was 22 seconds for the first modified true-false test, 25 seconds for the second, and 20 seconds for the third. For the first multiple choice, 23 seconds per item, and the second multiple choice, 22 seconds.

In reference to raw scores on the five standardized tests, Table I, a science major made the highest score of 33 on Step 1-A, and another science major made the lowest of 14. On Step 1-B, a science major made the highest of 38, and another science major made the lowest of 20. On Gat-YZ,

a science major made the highest score of 57, and a non-science major made the lowest of 21. On Iowa-X3S, the highest score of 66 was made by a non-science major and another non-science major made the lowest of 32. On Iowa X3S, a science major made the highest score of 67, and a non-science major made the lowest of 21.

Conclusions

The difference between the percentage of correct answers on the modified true-false tests, and the percentage of correct words suggested the possibilities of the presence of the element of guessing the answers or knowing some of the answers without having knowledge of the reasons for the items being true or false.

The difference in performance between the science majors and the non-science majors of 3.1 per cent in this group of student teachers was greater than that predicted in the hypothesis of this analysis.

The average per cent of 52.6 correct answers from this group of student teachers on all ten tests was significantly low since only slightly more than half of all the 485 items on the ten tests received correct answers.

Implication

The little difference between the performance of the science majors and non-science majors, as well as the average per cent correct answers of 52.6 by the entire group, implied that in the area of general science, most of the student teachers, regardless of the majors, have deficiencies which will keep them from being among the best performers on such tests as those used for the National Teachers Examination.

Recommendations

1. That the student teachers themselves initiate programs for self improvement.
 - a. By reading regularly and widely scientific literature involving all areas of science.
 - b. By making use of audio-visual aids dealing with science, attending lectures on science, visiting museums, visiting planetaria, going on field trips, and talking with people.
 - c. By taking every test dealing with science that it is possible to take, and, after taking the test, go over the test items and the answers in order to discover strengths and weaknesses.
2. That the Colleges, in order to facilitate overcoming the deficiencies of student teachers in the area of science, carry on an emergency program to extend the competencies of practice teachers.

Sick Leave and Substitute Teacher Regulations

(Adopted by the North Carolina State Board of Education)

SECTION I. DEFINITION: The term "teacher" as used herein includes all teachers—academic, special, and vocational—and all principals and supervisors. (Non-teaching principals and supervisors, while not included in the regular Substitute Teacher Regulations, are included in the Sick Leave Regulations due to the possibility of their changing from a supervisor's or principal's position to a teaching position.)

SECTION II. SICK LEAVE MAY BE GRANTED:

- A. For incapacity due to personal illness.
- B. When there is a contagious disease in the employee's immediate family and it is necessary for the employee to be quarantined.
- C. Upon death in the immediate family. Immediate family is defined as wife, husband, mother, father, brother, sister, son, daughter, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandmother, grandfather, grandson, granddaughter, stepmother, stepfather. Leave for this purpose must not exceed two days on any one occasion.

SECTION III. SICK LEAVE SHALL NOT BE GRANTED.

- A. For illness of a member of the immediate family except as covered under Section II-B above.
- B. For maternity leave purposes.
- C. For any other type of leave not set forth in Section II above.

SECTION IV. LEAVE CHARGES: The minimum sick leave time which may be taken and paid for is one-half day in any given workday.

SECTION V. METHOD FOR CALCULATING SICK LEAVE: The table shown below shall be used to calculate sick leave.

Number of Months Regularly Scheduled to Work Each Year	Number of Days Earned Each Month
9.25	.5405
10	.5000
10.25	.4878
10.75	.4651
11	.4545
11.25	.4444
12	.4167

SECTION VI. SICK LEAVE IS ACCUMULATIVE INDEFINITELY AND IS TRANSFERABLE between administrative units.

SECTION VII. SICK LEAVE LIMITATIONS FOR NEW TEACHERS: New teachers may have advanced to their credit upon entry-on-duty sick leave in an amount equaling the number of days which they would earn from their date of entry-on-duty through the end of that school year. The decision to grant a teacher sick leave in excess of that earned will be considered an administrative one for which the superintendent of the administrative unit must assume full responsibility.

SECTION VIII. ADVANCEMENT OF SICK LEAVE: Teachers may have advanced to their credit on the beginning date of school of each year five days sick leave. **In no instance** shall a teacher be advanced more sick leave than she can earn during the current school year. The decision to grant sick leave within these defined limits will be considered an administrative one for which the superintendent of the administrative unit must assume full responsibility.

SECTION IX. DOCTORS' CERTIFICATES: It shall be left to the discretion of the superintendent of the administrative unit to determine whether doctors' certificates shall be required and under what conditions they shall be required. The superintendent shall be responsible for the application of this ruling to the end that there will be no abuse of sick leave privileges.

SECTION X. REPAYMENT FOR EXCESSIVE SICK LEAVE: Should the teacher separate from service before she has earned all of the sick leave taken, deductions must be made from her final salary check on a day-to-day basis.

SECTION XI. REINSTATEMENT OF ACCUMULATED SICK LEAVE: A former teacher reinstated within two years from the date of separation shall be recredited with all of the sick leave that had been accumulated up to the time of separation.

SECTION XII. The Controller's office of the State Board of Education shall establish procedures and design the forms necessary for reporting and accounting for sick leave.

SUBSTITUTE TEACHER REGULATIONS

SECTION I. DEFINITION: The term "teacher" as used herein includes all teachers—academic, special, and vocational—and all principals who regularly teach one or more classes. (Substitute Teacher Regulations are not applicable to non-teaching principals, provided absences incurred are approved by the superintendent and come within Section VI of these Regulations.)

SECTION II. APPROVAL OF SUBSTITUTE TEACHERS: All substitute teachers shall be approved in accordance with regulations of the County or City Board of Education.

SECTION III. MINIMUM TIME OF ABSENCES: The minimum time that a regular teacher is charged for any absence shall not be less than one-half day, nor less than one day if an excess of one-half day leave is taken.

SECTION IV. SALARY AND METHOD OF PAYMENT OF SUBSTITUTE TEACHERS: The salary of a substitute teacher shall be \$7.50 when the regular teacher is charged for an absence of one-half day and \$15 when the regular teacher is charged for an absence of one day. Where a substitute teacher is employed when a regular teacher is absent, a monthly salary check shall be issued to each substitute teacher in his or her own name in like manner as provided for regular teachers.

SECTION V. INFORMATION ON MONTHLY PAYROLL: A monthly payroll, prepared and signed by the principal and chairman of the local school committee, shall be filed with the superintendent of the administrative unit for each school on forms prepared or approved by the Controller, said forms to include (1) budget position number, (2) names of regular principal and teachers, (3) code classification of position, (4) grade or subject taught, (5) number of days taught, (6) school month in which absence occurred, (7) reason for absence with pay and number of days with and without a substitute and dates thereof, (8) number of days absent without pay and number of such days with and without substitute and dates thereof.

Where a substitute is provided and employed in lieu of a regular teacher, the above monthly payroll sheet, filed with the superintendent of the administrative unit by the principal, shall show (1) budget position number of regular teacher, (2) name of regular teacher, (3) name of substitute teacher, (4) number of days taught by substitute teacher and dates of same.

SECTION VI. ABSENCE WITH PAY: Regular teachers shall be allowed to receive pay during absence in accordance with the provisions of this section:

Reason: (SL) Sick Leave for reasons defined in the Sick Leave Regulations adopted by the State Board of Education and effective on July 1, 1963.
Time allowed for absences due to Sick Leave shall be in accordance with Sick Leave Regulations.
Regular teachers absent for reason "SL" shall receive full salary.

Reasons: (a) Personal illness in excess of Sick Leave provisions.
(b) Illness of some member of the teacher's immediate family which may require the personal attention of the teacher.

(c) Death of a near relative.
For absences due to reasons (a), (b), or (c), pay may be allowed by the superintendent of the administrative unit for one or more days, not exceeding twenty teaching days; and such twenty-day period may be extended for such additional time as the county or city board of education may approve, provided each extension shall not be in excess of twenty school days. The general regulations of the county or city board shall govern as to the extension of time in the event the twenty-day period ends between meetings of the respective boards or in case an extension has not been approved or disapproved at a prior board meeting. Teachers absent for reasons (a), (b), or (c) shall receive full salary during the days absent less fifteen dollars (\$15) for each day so absent.

Reasons: (d) Attendance upon a professional meeting as approved by the superintendent of the administrative unit.

(e) Reasons of community responsibility as approved by the superintendent of the administrative unit (such reasons as funeral of school child or parent and meeting civic and community responsibility).

For absences due to reasons (d) and (e), pay may be allowed by the superintendent of the administrative unit for a period not exceeding, at one time, three days for in-state meetings or five days for out-of-state meetings and not exceeding a total of ten days for the school year.

Teachers absent for reasons (d) and (e) shall be entitled to full salary during the days absent provided, at the time of such absence, approval has been received from the superintendent. Proper provision shall be made for the continuation of the regular teacher's class work during such absence either by the employment

of a substitute teacher or by making satisfactory arrangement within the school. A substitute teacher employed when a teacher is absent for reasons (d) or (e) **shall not** be paid from **State Funds** unless the regular teacher voluntarily accepts the obligation and the amount paid to the substitute teacher is deducted from the pay of the regular teacher.

Reason: (f) Personal reasons as approved by the superintendent and principal. For absences due to reason (f), pay may be allowed by the superintendent of the administrative unit for a period not exceeding two days for the school year. (No absence will be honored under this regulation within the five-day extended term.) Teachers absent for reason (f) shall receive full salary during the days absent less fifteen (\$15) for each day so absent.

Reason: (g) Members of the State Textbook Commission—No deduction is to be made from the salary of a member of the State Textbook Commission when absent from school for attendance upon commission meetings and authorized committee meetings or assignments.

Reason: (h) Teachers participating in the Advancement School Project—No deduction is to be made from the salary of teachers when absent from school as participating teachers in residence at the Advancement School.

A substitute teacher employed when a regular teacher is absent for reason (h) shall be paid from local funds. Each administrative unit having a regular teacher participating in this program shall enter into an agreement with the Advancement school for reimbursement of local funds paid substitute teachers.

Reason: (i) Jury Duty: No deduction is to be made from the salary of teachers when absent from school to serve on a jury. The teacher shall also be entitled to the compensation or fees received for jury duty. A substitute teacher employed when a regular teacher is absent for reason (i) shall be paid from the budget under which the regular teacher is paid. (State, Local, or Federal).

SECTION VII. ABSENCE WITHOUT PAY:
Where a regular teacher is absent for any cause other than those enumerated in Section VI, such teacher shall be entitled to receive salary only for the actual number of days taught.

SECTION VIII. VACANCY IN TEACHING POSITION:

1. **Pay to Regular Vacating Teacher**—In case a teaching position is vacated during any current school month by the regular teacher, such teacher shall be entitled immediately to receive a pay check covering the regular salary for the actual days taught during the current month.
2. **Pay to Interim Teacher**—In case of a vacancy in a teaching position and a new regular teacher is not immediately available and employed to fill such teaching position and an interim teacher is employed pending the filling of such regular teaching position, such interim teacher (a) if serving for ten days or less shall be reported and paid in like manner as a substitute teacher or (b) if serving exceeding ten days, such interim teacher shall be paid for the entire time taught on the basis of the interim teacher's own rating established through the operating budget.

SECTION IX. LEAVE OF ABSENCE: A regular teacher may be granted a leave of absence without pay for such period as may be granted in the discretion of the superintendent and in accordance with such rules and regulations that may be adopted by the governing board of the administrative unit, and such leave of absence may be extended, in accordance with such rules and regulations, provided such leave or extension of leave shall not be for a longer period than the current school year. In case of leave of absence granted a regular teacher, the name of the new regular teacher in such case shall be listed on the operating budget, and the salary check for the regular salary for such teaching position shall be issued to the new regular teacher in accordance with such teacher's certificate rating.

SECTION X. LENGTH OF ABSENCES: In determining the length of absences approved with or without pay, due and proper consideration should be given to the welfare of the school pupils and the teachers.

Amend the "Substitute Teacher Regulations, Section VI. Absence with Pay" by adding the following sections:

Reason: (j) Members of the Board of Governors of the North Carolina Advancement School and the Governor's School—No deduction is to be made from the salary of a teacher who is a member of the Board of Governors of the North Carolina Advancement School or Governor's School when absent from school for attendance upon Board meetings or assignments.

Reason: (k) Members of the Governor's Study Commission on the Public School System of North Carolina or Committees of the Commission—No deduction is to be made from the salary of a teacher who is a member of the Governor's Study Commission on the Public School System of North Carolina or Committees of the Commission for attendance upon Board or Committee meetings.
A substitute teacher employed when a regular teacher is absent for reasons (j) and (k) shall be paid from State funds.

Reason: (l) Teachers participating in In-Service School Projects conducted by School Administrative Units—No deduction is to be made from the salary of teachers when absent upon assignment by their superintendent to an In-Service School Project conducted by the administrative unit. Proper provision shall be made for the continuation of the regular teacher's class work during such absence either by the employment of a substitute teacher or by making satisfactory arrangement within the school.
A substitute teacher employed when a regular teacher is absent for reason (l) shall be paid from local funds.

BARGAIN TRAVEL TO HAWAII FOR NEA MEMBERS AND THEIR FAMILIES

NEA members and their immediate family members will fill seven chartered aircraft to Hawaii next summer. Choice of two weeks of planned touring, or of transportation without tour arrangements, will be offered by the NEA Division of Educational Travel. Transportation will be by deluxe chartered jet aircraft, from New York, Chicago, or Indianapolis.

Extremely low all-inclusive package tour prices (with special prices for children) make this the ideal family holiday. Transportation, hotel accommodations, sightseeing, the services of a town director, a gala Hawaiian "luau", and accident insurance coverage are components of the tour package, priced at \$447 from Chicago, \$453 from Indianapolis, and \$491 from New York.

For those not desiring the complete tour, transportation, with no hotel accommodations and no tour arrangements, may be purchased at the following round-trip prices: Chicago-Honolulu-Chicago, \$270.50; Indianapolis-Honolulu-Indianapolis, \$276.50; New York-Honolulu-New York, \$314.50.

Tour departures from Chicago are scheduled for June 30, July 14, and July 28; from New York on July 7, July 21, and August 4. The Indianapolis departure will be on August 11.

Sightseeing to be included in the tour price will take the group members around the island of Oahu, as well as to Pearl Harbor Naval Base. Learning some of the history of the Hawaiian people will be a highlight of a visit to the Polynesian Cultural Center. There will be opportunity for additional touring of other islands at added expense.

Association sponsorship makes possible the exceptionally low prices for these travel offerings. A similar offering in the summer of 1967 was a complete success. Full information and application forms may be obtained from the NEA Division of Educational Travel, 1201 16th St., N.W., Washington, D. C. 20036.

For further information, contact:
Earl Henderson, Assistant Director
NEA Travel Division

87th Annual Convention

Thursday, April 4, 1968

9:45 A.M.—Exhibits Open
10:00 A.M.—Registration
Thursday, April 4, 1968—12:00 Noon—2:00 P.M.
Memorial Auditorium—Arena Area
Open Hearings
Presiding—Mrs. Ruth B. Jones, Vice President,
NCTA
2:00-3:30 P.M.—Lunch—Department of Super-
visors—Memorial Auditorium

FIRST BUSINESS SESSION

Thursday, April 4, 1968—3:45-6:00 P.M.
Memorial Auditorium—Arena Area
Presiding—Dr. Rudolph Jones, President, NCTA
6:00-7:00 P.M.—Dinner

FIRST GENERAL ASSEMBLY

Thursday, April 4, 1968
Memorial Auditorium—Arena Area
Concert—7:15-8:00 P.M.
Assembly—8:15 P.M.

Friday, April 5, 1968

8:00-9:00 A.M.—Registration
8:45-10:45 A.M.—Divisional Meetings (General
Discussion)
A. Division of Administrators and Supervisors
Southern Room, Memorial Auditorium
B. Association of Classroom Teachers
Arena Area, Memorial Auditorium
C. Department of Student NEA-NCTA
Greenleaf Auditorium, Shaw University

SECOND BUSINESS SESSION

Friday, April 5, 1968—10:45 A.M.-12:45 P.M.
Memorial Auditorium—Arena Area
Dr. Rudolph Jones, Presiding
12:50-1:30 P.M.—Lunch
1:30-3:30 P.M.—Business Meetings of Divisions
A. Division of Classroom Teachers
Arena Area, Memorial Auditorium
B. Division of Administrators and Supervisors
Southern Room I and II, Memorial Audi-
torium
C. Division of Higher Education
Leonard Auditorium, Shaw University
D. Division of Retired Teachers
Southern Room III, Memorial Auditorium
3:30-4:30 P.M.—Sectional and Department Busi-
ness Meetings
5:30-7:00 P.M.—NCACT Banquet—Sir Walter
Hotel

SECOND GENERAL ASSEMBLY

Friday, April 5, 1968—7:15-9:15 P.M.
Dr. Rudolph Jones, Presiding
9:15-10:15 P.M.—Presidential Reception
Southern Room, Memorial Auditorium
10:30 P.M.-1:00 A.M.—Social

CONGRESS RENEWS POVERTY PROGRAM

On December 11, Congress cleared for the White House a bill (S 2388) providing a two-year authorization for the war on poverty. Passage of the bill represented a major legislative triumph for the Administration, which for a time had feared the program might be killed in the House. As finally adopted, S 2388:

—Authorized \$1.98 billion for Fiscal 1968 and \$2.18 billion for Fiscal 1969. (Four days later, Congress appropriated only \$1.773 billion for the current fiscal year.)

—Tightened the Job Corps screening process to assure that enrollees would be able to perform successfully in the program.

—Limited the capacity of residential centers this year to 45,000 and required that the per-enrollee cost not exceed \$6900 a year.

—Consolidated into a single comprehensive work and training program various programs for adults and youth, such as the Neighborhood Youth Corps, the "new careers" program, and Operation Mainstream.

—Redefined a community action agency, requiring that it be a state or local government, or a nonprofit private or public agency designated by a state or local government.

—Specified that community action boards and governing boards could not have more than 51 members, one-third of whom would have to be public officials (unless that many were not available to serve), one-third poverty area representatives democratically selected, and the remainder representatives of business, labor, civic and charitable groups.

—Enumerated eight "special programs" that could be funded through community action. They included the ongoing Head Start, Upward Bound, Legal Services, and Comprehensive Health Services. Added were Follow Through, an extension of the Head Start program through the early school years; Emergency Food and Medical Services (\$25 million for aid to starving persons); Family Planning (a voluntary program for the poor); and Senior Opportunities and Services (aid to persons 60 years old and over).

—Prohibited federal matching funds for salaries of CAP personnel above \$15,000 a year except in large metropolitan areas, at the OEO Director's discretion.

—Established a new \$25 million day care program to enable low-income families to work, take vocational training, or continue their education. Provided 90% federal matching for these projects, which could be carried out by public or private agencies, labor unions or companies.

—Authorized the OEO Director to assign VISTA volunteers to their own or nearby com-

(Continued on Page 32)

BOX SCORE ON FEDERAL EDUCATION BILLS—AS OF DECEMBER 27, 1967

Bill	House	Senate	Major Provisions
Labor-HEW Appropriation HR 10196	Passed May 25 Public Law	Passed August 2 90-132	\$3.9 billion for U.S. Office of Education-administered programs in Fiscal 1968.
Independent Offices Appropriation HR 9960	Passed May 17 Public Law	Passed September 21 90-121	Provides \$362 million for Model Cities program (planning and project funds).
Civil Rights Act, Title IV Appropriation HR 10345	Passed May 31 Public Law	Passed October 11 90-133	Provides grants and technical assistance for school desegregation. Budget request: \$30 million. House and Senate agree on \$10 million.
Elementary and Secondary Amendments HR 7819, S 1125	Passed May 25 Cleared for White House	Passed December 15	Extends ESEA through Fiscal 1969. House version transfers Titles III and V to states.
Economic Opportunity Amendments HR 8311, S 2388	Passed November 15 Public Law	Passed October 5 90-222	Authorizes \$2.06 billion for FY 1968, improves administration of antipov-erty programs.
Higher Education Amendments HR 6232, S 1126	Hearings completed	Pending in committee	Extends NDEA, Higher Education Act, Higher Education Facilities Act. See next two entries.
Education Professions Development Act HR 10943	Passed June 27 Public Law	Passed June 28 90-35	Amends Title V of HEA; extends Teacher Corps for three years; provides \$1.1 billion in training programs for education personnel.
College Work Study Amendment HR 11945	Passed August 10 Public Law	Passed August 25 90-82	Provides that federal share be 85%, instead of 75% in Fiscal 1968, as previously required.
GI Bill Amendments S 16	Passed March 20 Public Law	Passed August 23 90-77	Provides higher educational benefits for longer periods, increase allow-ances.
Public Broadcasting Act HR 6736, S 1160	Passed September 21 Public Law	Passed May 17 90-129	Creates public television corpora-tion; continues construction grant program.
Vocational Amendments HR 8525	Hearings completed	Pending in committee	Authorizes grants for innovative projects (similar to ESEA Title III); creates fellowships.
Appalachia Amendments S 602	Passed September 24 Public Law	Passed April 27 90-103	Vocational education facilities; sup-plements to grant-in-aid programs.
Judicial Review S 3	Pending in committee	Passed April 11	Permits court tests of constitution-ality of federal aid legislation.
Postal Revenue Act HR 7977	Passed October 11 Public Law	Passed November 29 90-206	Increases first class, second class, third class and air mail rates; pro-vides some increase in educational materials rates.
Medicare for Teachers (In HR 12080)	Pending in committee	Reported November 14	Extends coverage to 700,000 teachers not presently included.
Bilingual Education S 428	Hearings completed (Passed as new ESEA Title VII)	Hearings completed	Provides programs to meet spe-cial needs of pupils with limited English-speaking ability.
Vocational Rehabilitation Amendments HR 12257	Passed August 21 Public Law	Passed September 20 90-99	Grants to states for comprehensive programs; establishes National Cen-ter for Deaf-Blind Youth and Adults.
Library Services and Construction Act Amendments HR 13048	Passed October 16 Public Law	Passed November 6 90-154	Continues 100% federal share of Titles III and IV and makes techni-cal amendments.
Juvenile Delinquency Prevention and Control HR 12120	Passed September 16	Hearings completed	Provides preventive and rehabilita-tive services and centers.

ESEA GETS NEW TWO-YEAR LEASE ON LIFE

The slow-moving 90th Congress wound up its first session with a flourish, guaranteeing that the Johnson Administration's Great Society programs would continue, even if enfeebled by inadequate funding. The antipoverty program was extended after lengthy debate, and seemingly insurmountable differences over the future of ESEA were resolved December 15 after an eleventh-hour conference.

What Congress agreed to, in effect, was that it is up to the states to administer ESEA with a minimum of interference from Washington. As finally approved, the bill substantially reflects the position taken by NEA.

"This is a great victory for education," said John M. Lumley, NEA's assistant executive secretary for legislation and federal relations. "It shows that the teaching profession, speaking through the NEA, has political muscle and can be a dynamic force in determining public education policy. I salute the Congress, and extend warm thanks to the many individuals and organizations who supported the Association's efforts on the school bill. The groundwork has been laid for Congressional acceptance of improved and expanded federal participation in school finance."

Stated simply, the 1967 amendments turn ESEA administration over to the state education agencies and provide for advance funding. ESEA is extended for two years, with the following major changes: **Title I.** The poverty line remains at \$2,000 for the purpose of determining state allocations. The bill provides, however, that no state shall receive less during 1969 and 1970 than it received in 1967.

ESEA Authorizations	Fiscal year 1968 authorizations	Fiscal year 1968 appropriations	Fiscal year 1969 House bill authorizations	Fiscal year 1969 Senate bill authorizations	Fiscal year 1969 conference report authorizations	Fiscal year 1970 authorizations
Title I:						
Assistance for education of children of low-income families ..	\$2,563,067,584	\$1,191,000,000	\$2,725,959,699	\$2,725,959,699	\$2,725,959,699	\$2,862,175,945
Special Incentive grants				50,000,000	50,000,000	50,000,000
Title II: School library resources, textbooks, and other instructional materials	154,500,000	104,457,000	154,500,000	180,250,000	167,375,000	206,000,000
Title III: Supplementary educational centers and services	515,000,000	208,750,000	515,000,000	540,750,000	527,875,000	566,500,000
Title V:						
Strengthening State departments of education	50,000,000	29,750,000	80,000,000	80,000,000	80,000,000	80,000,000
Comprehensive educational planning				20,000,000		
Title VI: Education of handicapped children:						
Pt. A—Grants to States	154,000,000	15,000,000	154,500,000	180,250,000	167,375,000	206,000,000
Pt. B—Regional resource centers			7,500,000	8,000,000	7,750,000	10,000,000
Pt. C—Centers and services for deaf-blind children				3,000,000	3,000,000	7,000,000
Pt. D—Recruitment of personnel and information			1,000,000	1,000,000	1,000,000	1,000,000
Pt. E—Captioned films for the handicapped	5,000,000	2,800,000	6,000,000	8,000,000	8,000,000	10,000,000
Dissemination of information (sec. 706)	2,000,000		2,000,000	3,700,000	3,700,000	4,000,000
Dropout prevention projects (sec. 707)				30,000,000	30,000,000	30,000,000
School construction (Public Law 815)		22,937,000		66,000,000	66,000,000	66,000,000
Maintenance and operations (Public Law 874)	461,500,000	416,200,000	495,000,000	510,000,000	510,000,000	545,000,000
Adult education programs	60,000,000	40,350,000		70,000,000	70,000,000	80,000,000
Study of schoolbus safety				1,000,000	150,000	
Bilingual education				30,000,000	30,000,000	40,000,000
Research and demonstration (handicapped, Public Law 88-164) ..		11,100,000				18,000,000
Total						
Total, conference report (H.R. 7819), fiscal years 1969 and 1970	3,965,067,584	2,042,344,000	4,141,459,699	4,507,909,699	4,448,184,699	4,781,675,945
					9,229,860,644	

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A \$50 million incentive grant provision based on state effort was adopted.

Title III. The bill turns over 75% of the funds to the states in Fiscal 1969 and 100% in Fiscal 1970. For Fiscal 1969 only, the U. S. Commissioner of Education may disapprove up to 50% of a state's plan. The bill establishes state advisory committees for this title.

Title V. The bill gives states 95% of the money with the stipulation that ten per cent be allocated to local education agencies to assist them in planning. Five percent is reserved for the U. S. Commissioner for comprehensive planning grants.

Title VI. A new program for handicapped children, added by the Senate, was adopted.

Rural Assistance. A new part establishes a technical assistance program to help rural areas develop federally-funded projects.

**Estimated distribution of fiscal year 1968
appropriation of \$1.2 billion for title I
of Elementary and Secondary Education
Act under conference report**

Alabama	\$38,616,042
Alaska	1,891,482
Arizona	10,068,352
Arkansas	24,014,608
California	88,130,205
Colorado	9,771,581
Connecticut	9,201,144
Delaware	2,743,930
Florida	33,275,951
Georgia	38,523,599
Hawaii	2,606,567
Idaho	3,184,317
Illinois	48,007,537
Indiana	16,127,341
Iowa	15,840,845
Kansas	10,602,955
Kentucky	33,569,033
Louisiana	33,396,769
Maine	3,805,043
Maryland	15,873,341
Massachusetts	18,297,733
Michigan	34,697,450
Minnesota	20,233,451
Mississippi	40,443,743
Missouri	24,670,155
Montana	3,762,554
Nebraska	6,251,642
Nevada	1,051,395
New Hampshire	1,607,815
New Jersey	26,150,736
New Mexico	10,597,398
New York	124,274,033
North Carolina	54,355,769
North Dakota	4,665,553
Ohio	36,239,715
Oklahoma	18,514,368
Oregon	8,643,687
Pennsylvania	49,844,986
Rhode Island	3,789,277
South Carolina	33,179,434
South Dakota	6,032,707
Tennessee	35,305,410
Texas	77,913,606
Utah	3,266,392
Vermont	1,844,355
Virginia	29,783,274
Washington	12,196,783
West Virginia	17,863,951
Wisconsin	15,516,571
Wyoming	1,695,934
District of Columbia	6,008,682
American Samoa	
Canal Zone	
Guam	32,116,789
Puerto Rico	
Virgin Islands	

State agencies providing education for the handicapped, neglected, and delinquent, and migrant children, receive the full amounts for which they are eligible in fiscal year 1968.

Dropouts. A new section 707 authorizes grants to local education agencies to support demonstration projects to prevent dropouts. The bill specifies that projects under this section be limited to a relatively small number of projects in areas of outstanding need.

Federally Affected Areas. Public Laws 874 and 815 are extended for two years with technical amendments. The bill extends assistance for school construction and current expenditures in disaster areas.

Advance Funding. This amendment authorizes elementary and secondary education funds to be appropriated one year in advance of the year in which they will be obligated—starting in Fiscal 1969. The HEW Secretary must report the evaluation of programs to the substantive an appropriations committees in Congress no later than March 31 of each calendar year.

Adult Education. The Adult Education Act of 1966 is extended for two years.

School Bus Safety. The bill provides \$150,000 for an HEW study of minimum standards for school bus safety.

Bilingual Children. A new Title VII authorizes grants to local education agencies in planning, establishing, and operating special programs to meet the special educational needs of children of limited English-speaking ability.

NOTE: The full text of the conference report on HR 7819 is printed in the **Congressional Record** for December 15, pp. 18986-18991. Individual printed copies may be obtained from your Congressman.

CONGRESS RENEWS

(Continued from Page 29)

munities; directed him to set up and encourage a program for part-time volunteers; tightened screening of volunteers; established demonstration projects to provide youthful criminal offenders with education, training, and counseling by volunteers and Teacher Corps members; provided that the participation of older persons as volunteers should be encouraged; prohibited the use of VISTA funds for any labor or anti-labor activities.

—Directed the U. S. Comptroller General to undertake an investigation of both federally run and locally administered antipoverty programs and report to Congress by December 1, 1968.

House and Senate conferees filed a conference report (H Rept 1012) on December 7. Seven Republican conferees did not sign the report: Reps. Ayres (Ohio), Quie (Minn.), Goodell (N.Y.), Ashbrook (Ohio), Erlenborn (Ill.), and Dellenback

HOUSING ACCOMMODATIONS FOR NCTA AND NEA CONVENTIONS

Housing for the NCTA Convention April 4-5, 1968 should be made directly to the hotel or motel of your choice. The Headquarters Hotel is The Sir Walter. Other hotels and motels in Raleigh are open to delegates.

The NCTA office will not handle reservations for housing at the Dallas, NEA Convention. A list of available hotels and motels will be published in the February NEA JOURNAL. All requests for accommodations should be made direct.

(Ore.), and Sen. Javits (N.Y.). Their chief objection was to the House amendment of Rep. Edith Green (D-Ore.) assigning local officials a controlling voice in community action programs.

Task Force For Public Hearings

The Governor's Study Commission on the Public School System of North Carolina will hold public hearings during January, February, March and April. Any local group may request representatives from the following groups to meet with them to hear their recommendations.

Group 1—(Buncombe, Madison, Mitchell, Yancey Counties)

- **Mr. C. E. Waddell, Box 368, Black Mountain, North Carolina
- Dr. John M. Hough, Jr., Box 232, Mars Hill, North Carolina
- Mr. W. C. Mauldin, Taylor Instrument Companies, Arden, North Carolina
- Dr. Ted B. Shoaf, Asheville Biltmore College, Asheville, North Carolina

Group 2—(Haywood, Swain, Transylvania, Jackson, Macon, Graham, Clay, Cherokee)

- **Dr. Hugh S. Daniel, Waynesville, North Carolina
- Mr. R. M. Ainsley, Western Carolina University, Cullowhee, North Carolina 28723
- Mrs. Maxine Constantz, Western Carolina University, Camp Lab School, Cullowhee, N. C.
- Mr. Paul Ellis, Sylva, North Carolina
- Dr. R. E. Robinson, Supt. of Schools, Brevard, North Carolina

Group 3—(Henderson, Polk, Rutherford Counties)

- **Mr. Hugh D. Randall, P. O. Box 340, Hendersonville, North Carolina 28739
- Mrs. James B. Doggett, Box 471, Henrietta, North Carolina
- Mr. Ben T. Gantt, Jr., Route 2, Mill Spring, North Carolina
- The Hon. Boyce Whitmire, Attorney, Hendersonville, North Carolina

Group 4—(Ashe, Alleghany, Surry, Yadkin, Wilkes Counties)

- **Julia M. Holthouser (Mrs. M. C.), 142 Hawthorne Road, Elkin, North Carolina 28621
- Miss Catherine Allbright, 500 South Main Street, Mt. Airy, North Carolina
- Mr. Wayne Bradburn, Wilkesboro, North Carolina
- Mr. Arthur Gambill, Sparta, North Carolina
- Mrs. Robert E. Merritt, 832 Country Club Road, Mt. Airy, North Carolina 27030

Group 5—(Avery, Burke, McDowell Counties)

- **Dr. Robert A. Nelson, Drawer 429, Morganton, North Carolina 28655
- Dr. Gordon C. Blank, Western Piedmont Community College, Morganton, North Carolina
- Mr. Walter G. Jarvis, Crossnore, North Carolina 28616

Group 6—(Watauga, Caldwell, Alexander Counties)

- **Dr. Ben H. Horton, Jr., Boone, North Carolina
- Dr. W. G. Anderson, Appalachian Elementary School, Boone, North Carolina 28607
- Mr. Marcus C. Smith, 117 Meadowood Drive, Lenoir, North Carolina 28645
- Dr. Ben F. Strickland, Appalachian State University, Boone, North Carolina

Group 7—(Forsyth County)

- **Mr. John C. Clark, Wachovia Bank & Trust Company, Winston-Salem, North Carolina
- Mr. Donald Golding, P. O. Box 2513, Winston-Salem, North Carolina
- Mr. James F. Malcolm, 2810 St. Claire Road, Winston-Salem, North Carolina
- Dr. Hazel Naugle, Box 473, Winston-Salem State College, Winston-Salem, N. C. 27101
- Mrs. Norton F. Tennille, City Hall, Winston-Salem, North Carolina

Group 8—(Davie County)

- **Mr. Charles J. Wells, Davie County Education Center, Box 578, Cooleemee, N. C.
- Mr. Gene T. Lucas, Box 7501, Reynolds Station, Winston-Salem, North Carolina 27109
- Mrs. Virginia K. Newell, 2429 Pickford Court, N.E., Winston-Salem, N. C.
- Mr. J. Don Reeves, Wake Forest University, Winston-Salem, North Carolina
- Mr. Marvin Ward, Box 2513, Winston-Salem, North Carolina

Group 9—(Stokes County)

- **Mr. Andrew W. Gottschall, Jr., 515 Southeastern Bldg., Greensboro, N. C.
- Mr. M. Wayne Gray, P. O. Box 9484, Greensboro, North Carolina 27408
- Dr. H. C. Hudgins, Jr., PASSS, UNC-G, Greensboro, North Carolina 27412
- Dr. Mary E. Keister, Institute for Child Development, UNC-G, Greensboro, N. C.

Group 10—(Guilford County)

- **Mr. L. K. Mann, 5503 Currituck Place, Greensboro, North Carolina 27407
- Lois V. Edinger, School of Education, UNC-G, Greensboro, North Carolina
- Dr. Kenneth R. Newbold, Drawer W, Greensboro, North Carolina
- Miss Barbara Ann Wise, Page High School, 201 Page St., Greensboro, N. C. 27405

Group 11—(Rockingham County)

- **Dr. Donald W. Russell, UNC-G, Greensboro, North Carolina**
Mr. Lemuel H. Cox, Drawer W, Greensboro, North Carolina 27402
Mr. R. L. Glenn, Grimsley Senior High School, Greensboro, North Carolina
Mr. Taylor R. Kennerly, 207 Mistletoe Drive, Greensboro, North Carolina

Group 12—(Hoke, Lee, Montgomery, Moore, Richmond, Scotland Counties)

- **Dr. Raymond A. Stone, Box 1379, Southern Pines, North Carolina**
Dr. Donald Abernethy, Raeford, North Carolina
Mr. Kenneth H. Brinson, P. O. Box 1010, Sanford, North Carolina 27331
Mr. Charles I. Davis, 1320 Midland Road, Southern Pines, North Carolina 28387
The Rev. John D. Stone, U. S. Highway 1-N, Southern Pines, North Carolina

Group 13—(Bertie, Halifax, Hertford, Northampton, Warren Counties)

- **Mr. K. F. Adams, Albemarle Paper Company, Roanoke Rapids, North Carolina 27870**
Mr. Arthur Brown, 203 West Street, Ahoskie, North Carolina
Mrs. Isbell Brown, 10 Meadow Lane, Weldon, North Carolina
Mr. J. M. Jenkins, Hertford County Schools, Winton, North Carolina 27986
Mr. Pelham T. Jones, Route 2, Conway, North Carolina
Mrs. J. K. Sammons, 521 Virginia Street, Roanoke Rapids, North Carolina
Mrs. L. A. Denton, 904 Washington Street, Roanoke Rapids, North Carolina

Group 14—(Davidson, Randolph Counties)

- **Mr. Charles Lambeth, Thomasville, North Carolina**
Mr. R. Lynn Albright, Coleridge, North Carolina
Mr. Claude Henson, First National Bank, Ashboro, North Carolina
Mrs. Lois Reich, Route 8, Lexington, North Carolina

Group 15—(Caswell, Person Counties)

- **The Hon. Jno. O. Gunn, Yanceyville, North Carolina**
Mrs. Ruth P. Baker, 213 Foushee Street, Roxboro, North Carolina
Mrs. Mary L. Brooks, 208 E. Pilot Street, Durham, North Carolina
Mrs. Dorothy Y. Zimmerman, Box 115, Yanceyville, North Carolina 27379

Group 16—(Durham County)

- **Joyce F. Wasdell (Mrs. E. S.), 102 Seminary Ave., Durham, North Carolina 27701**
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- Mrs. Vera McKay (N.F.), 1112 Georgia Avenue, Durham, North Carolina 27705
Mrs. Rosa B. Price, 1307 Manteo Street, Durham, North Carolina 27701
Mr. H. A. Rhinehart, 1020 Homer Street, Durham, North Carolina
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Group 17—(Chatham, Alamance Counties)

- **Mr. C. H. Jourdan, P.E., 312 E. 6th Street, Siler City, North Carolina**
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Group 18—(Orange County)

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Mr. Don W. Casper, State Board of Education,
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Mr. Joe R. Clary, N. C. State University, Ra-
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Mr. Donald G. Hayes, Learning Academy, P. O. Box 336, Huntersville, N. C.
Dr. William B. Hight, Jr., Davidson College, Davidson, North Carolina
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Mr. Gerald D. James, P. O. Drawer 27, Goldsboro, North Carolina
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Group 32—(Camden, Chowan, Currituck, Dare, Gates, Hyde, Pasquotank, Perquimans, Tyrrell, Washington Counties)

- ****Mrs. R. S. Monds, Hertford, North Carolina
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Mrs. Nell S. Rea, 121 Hazel Street, Plymouth High School, Plymouth, N. C.
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- ****Dr. J. Ralph Dunn, Jr., Tarboro Clinic, Tarboro, North Carolina
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Dr. Ralph Brimley, East Carolina University, Greenville, North Carolina
Dr. Jack D. Lawrie, P. O. Box 466, Washington, North Carolina
Dr. Ruth H. Nixon, East Carolina University, Greenville, North Carolina 27834

Group 34—(Wilson, Nash, Martin Counties)

- ****The Hon. J. E. Paschall, 113 E. Nash Street, Wilson, North Carolina 27893
Dr. Kenneth D. Hall, Northern Nash High School, Rt. 3, Rocky Mount, N. C.
Mrs. Leon W. Robertson, 401 Shady Circle Drive, Rocky Mount, North Carolina
Mrs. Rosalynd F. Stallings, Box 216, Spring Hope, North Carolina

Group 35—(Bladen, Brunswick, Columbus, Duplin, New Hanover, Pender Counties)

- ****Mr. Wallace I. West, P. O. Box 390, Wilmington, North Carolina
Mr. Leslie N. Boney, Jr., 120 South 5th Street, Wilmington, North Carolina
Dr. Calvin Doss, Wilmington College, Wilmington, North Carolina
Mrs. El N. Clark, P. O. Box 390, Wilmington, North Carolina
Dr. H. G. Noffsinger, 1152 Country Club Road, Wilmington, North Carolina
Mrs. Gelene Russ, Shallotte, North Carolina 28459
Dr. Harold G. Hulon, Wilmington, North Carolina

****Denotes temporary chairman**

Outstanding Biology Teacher Award Offered

The National Association of Biology Teachers is again seeking an Outstanding Biology Teacher of the Year in each state. The award is given each year to a teacher in a public, private, or parochial school who has made an outstanding contribution to the teaching of biology.

For the seventh year NABT is undertaking its Outstanding Biology Teacher Award program. The purpose of the program is to recognize an outstanding biology teacher from each state. Suitable certificates and awards, including a binocular microscope from the American Optical Company, are presented to each of the fifty OBTA state recipients.

This award is established to provide an opportunity for teachers to be recognized for their achievements both in and out of the classroom and to bring to the attention of the public the superior work being carried on in the field of biology by the nation's teachers.

The program is under the directorship of Mr. William Brisby of Fillmore Union High School, Fillmore, California.

— ARTICLES —

MOREHOUSE APPROVED FOR CHAPTER OF PHI BETA KAPPA

Morehouse College was granted a chapter of Phi Beta Kappa on August 29 at Duke University during the Twenty-eighth Triennial Conference of the national honorary society, according to an announcement by Dr. Hugh M. Gloster, president of the Atlanta institution.

Dr. Gloster further stated that Morehouse was the only Southern college and one of eight American schools admitted to membership in Phi Beta Kappa during the meeting at Duke on August 27-29. The other seven approved institutions were Muhlenberg College, the University of Notre Dame, St. Louis University, the University of California at Davis, the University of California at Santa Barbara, Macalester College, and Michigan State University.

Morehouse and the other seven schools had to satisfy the stringent academic standards required by the 191-year-old honorary society which now has 184 chapters at colleges and universities. This process involved satisfying successively and successfully the exacting requirements of the Qualifications Committee, the Senate, and the Council of Phi Beta Kappa.

As a result of the vote of the Phi Beta Kappa Council, Morehouse will join Agnes Scott College, Emory University, and the University of Georgia as a Georgia institution having a chapter of the national honor society.

In commenting on the approval of Morehouse for membership in Phi Beta Kappa, Dr. Gloster said, "Morehouse has not been content simply with being an outstanding predominantly Negro college. Morehouse has sought to qualify as an outstanding American college without any reference to its racial constituency. We believe that Morehouse is one of the best undergraduate schools in the United States, and we are pleased that our program has enabled us to gain a Phi Beta Kappa charter. This development will be a source of great satisfaction to Dr. Benjamin E. Mays, who retired as president on June 30 and who previously worked hard to gain membership for Morehouse in the distinguished honorary society of which he is a member."

For years Morehouse has been nationally known as a center of academic excellence. The faculty contains 65 full-time members, 54 percent of whom hold doctorates from 24 different universities. The college usually receives annually from

1,200 to 1,500 applications, from which a freshman class of around 300 is selected. Over 80 percent of the entering freshmen rank in the top quarter of their high school class.

Impressive evidence of the success of Morehouse College is indicated in the following record of alumni:

—More than 50 percent of the members of each graduating class go to graduate and professional schools, many with fellowships and assistantships.

—Since 1945 Morehouse has stood second among Georgia institutions in the production of Woodrow Wilson fellows.

—Among the 1,900 Negro Americans who have earned doctors' degrees, one in every 18 received his bachelor's degree at Morehouse.

—Among the 3,117 students who have received degrees at Morehouse, one in every 27 has earned an academic doctorate.

—More than three hundred Morehouse graduates have earned the M.D. and D.D.S. degrees. A high percentage of all Negro physicians and dentists obtained their college degrees at Morehouse. Thirty of the 52 Negro physicians and dentists in Atlanta are Morehouse alumni.

—One out of every eight Morehouse alumni has an academic or a professional doctorate.

—Morehouse men now serve or have served as presidents of twenty American colleges.

—Morehouse men are administrators and professors in 58 predominantly Negro and twenty predominantly white institutions, including Duke and Harvard.

—Morehouse men hold top-ranking positions in government, religion, industry, law, journalism, banking, and insurance. One Morehouse man is a winner of the Nobel Peace Prize, and another was listed by **Life Magazine** as one of the twelve great preachers in the United States.

Schools Developing Programs To Stem Tide of Young Smokers

In a report published by the NEA it was stated that on an average day about 4,500 young people will smoke their first cigarette.

Within the next 12 months, an estimated one and one-half million youngsters will take up smoking, assuming the present trend continues.

Since they start smoking earlier than their pa-

rents did—if, indeed, their parents did—the children's chances of serious illness or death at an early age are greater than were their parents. Some boys and girls take their first puffs as early as 10 years of age, many start the habit in junior high. By the time they graduate from high school, half the teen-agers are smoking.

These jarring facts provide the setting in a new publication, "Classroom-Tested Techniques for Teaching About Smoking," just published by the National Education Association.

The publication was produced cooperatively by the Project on Smoking and Health, which was launched earlier this year by the American Association for Health, Physical Education, and Recreation; the National Education Association; and the National Clearinghouse for Smoking and Health, U. S. Public Health Service.

"Smokers are 1,000 percent more likely to die of lung cancer; 500 percent more likely to die of bronchitis or emphysema; 70 percent more likely to die of coronary heart disease," says the brochure, referring to a report of the Advisory Committee to the Surgeon General. "People who smoke have more chronic illness, lose more time from work, and spend more time sick in bed than those who have never smoked."

"To put it bluntly," the booklet warns, "what has previously been considered a minor indulgence is now known to be a major cause of disease and death."

But such statements, startling to many adults, do not necessarily jolt youngsters.

"Young people have little sense of their own mortality," the booklet emphasizes. "Death happens to **other** people. Indeed, when you're 15 or 16 years old, the idea of being 30, 40, or 50 has little reality."

If classroom teaching, then, is to be an effective way to prevent children from starting to "light up," it cannot be confined to mere recital of the injurious effects of smoking.

A starting point for a classroom program, the booklet indicates, is the teacher's understanding of why young people start smoking and what it means to them. Among the reasons they may begin smoking, it suggests, are to seek acceptance from their crowd, to relieve embarrassment by having something to do with the hands, to defy authority, to appear glamorous, and to imitate adults as seen at home or in advertisements.

The booklet describes several classroom programs which "have been particularly successful in arousing students enthusiasm to learn about smoking and involving them in projects more likely to promote behavioral and attitudinal change."

In Sharonville, Ohio, for example, eight outstanding students from the senior high health class in Princeton City School District were chosen to present to sixth graders an educational program on smoking. About 650 pupils were involved. Emphasis was on the idea that "it is better not to start smoking than to try to kick the habit."

The program, presented during a 45-minute science period, "gave younger students an opportunity to see teen-agers as models for nonsmoking, rather than as glamorous and 'grown-up' smokers," the publication emphasizes.

In the Denver, Colo., public schools, a unique breathing-lung exhibit developed by the University of Colorado School of Medicine provides a dramatic illustration of the effects of smoking on the human body. This presentation is combined with student discussion of the motives for smoking.

Also described are successful programs at Jamesville-DeWitt Middle School, Onondaga County, DeWitt, N. Y.; Mason Junior High School, Tacoma, Wash.; in Danville, Calif., schools; and in Wisconsin schools.

Copies of the booklet can be obtained from the National Clearinghouse on Smoking and Health, 4040 North Fairfax Drive, Arlington, Va. 22203.

STATE DEPARTMENT OF PUBLIC INSTRUCTION DIVISION OF PROFESSIONAL SERVICES RALEIGH, NORTH CAROLINA

Reciprocity in Teacher Certification

Programs of teacher education in out-of-State institutions are recognized to the extent that they are equivalent to North Carolina's requirements for certification, provided that such institutions are accredited by the National Council for Accreditation of Teacher Education (NCATE).

A graduate of an institution outside of North Carolina accredited by NCATE at the time of graduation is eligible for a North Carolina certification, provided the following conditions are met:

- (1) The applicant is seeking certification in his major area or areas of preparation.
- (2) The applicant is a graduate of an NCATE approved teacher education program and is recommended by his preparing institution for certification in his major area or areas of preparation.
- (3) The recommendation for certification is supported by an official transcript supplied by the institution.

- (4) The applicant is seeking certification in an area or level of teaching for which North Carolina has provision for certification.
- (5) The preparing institution has been evaluated by NCATE through a visiting team.

This policy applies only to the certification of teachers at the undergraduate level; it does not apply to the certification of school service personnel, such as principals, superintendents, supervisors, and guidance workers. Teachers issued certificates on this basis must meet the certificate renewal requirements of North Carolina.

Records of applicants prepared by out-of-State institutions that are accredited by their State Board of Education or a regional accrediting agency but not by NCATE will be evaluated according to the certification requirements in North Carolina. In this situation, the following procedures are effective for reciprocity actions:

- (1) The applicant shall be a graduate of an accredited senior college.
- (2) Reciprocal relations shall be concerned only with certification of classroom teachers at the four-year degree level.
- (3) The reciprocity certificate shall be restricted to the areas and levels in which the applicant holds an out-of-State certificate.
- (4) The reciprocity certificate shall be valid for one year, after which the applicant shall comply with regular North Carolina requirements.
- (5) The reciprocity certificate shall be subject to the renewal requirements of North Carolina.
- (6) The applicant must hold the highest grade current certificate in another state based on the bachelor's degree, and the certificate must be issued by the state in which the preparation was obtained.

Washington Seminar In The Federal Government

By **EARL E. HENDERSON**
Assistant Director, NEA Travel Division

The National Education Association and the National Council for the Social Studies will co-sponsor the Washington-United Nations Seminar in June and July of 1968. During a five-week period, the teacher-participants will live in Washington, D. C., and in New York City, studying the operations of our federal government and of the United Nations, with the halls of government as their classrooms.

Washington and New York provide the ideal setting for study of the involvement of the United States in world affairs, being the location of foreign embassies, United Nations Headquarters, and seats of international governmental agencies. The fifth week of the seminar (an optional week) will be conducted in New York.

The governmental information specialists who address the seminar group will stand in place of a "faculty," and there may be opportunities to meet congressmen and other persons of public prominence, as well as representatives of the United Nations. The seminar activities are guided by a nine-member program committee, with day-to-day coordination being effected by a professional staff member of the NEA's Division of Educational Travel, Dr. Henry Ware. Participants may elect to earn academic credit in political science under the supervision of Professor Milton Ochsner, of Mankato State College.

The eight areas of study concentration will be as follows:

The role of the Federal City.
Making federal law.
Promoting the general welfare.
Educating and informing citizens.
Safeguarding our nation.
Participating in world affairs.
Pushing back the frontiers of knowledge.
Preserving and extending our heritage.

In a typical day the seminar participants might convene in a morning meeting at their comfortable, air-conditioned hotel, reviewing the functional theory of some important governmental agency, planning the questions that may be most appropriate for discovering the agency's role in the total governing process. After lunch, the group would be transported to the public building in which the agency conducts its operations, where an agency representative would meet with them. Later, the relationship between the theory of the operation of the agency and the presentation made by the agency spokesman might be the subject of a summary session. Most of the evenings are left free for enjoyment of the cultural life of the city, for relaxation and for reading preparation to complement the program.

Recreational interludes such as tours, dinners, a cruise around Manhattan Island, and attendance at a Broadway show will be interspersed with the learning activities. For the teacher who

(Continued on Page 41)

THE FLORIDA-VIRGINIA REPORT

2528 13th Avenue South
St. Petersburg, Florida 33712
November 18, 1967

Mr. E. B. Palmer, Chairman

National Council of Officers of State Teachers Associations

Raleigh, North Carolina 27601

Re: **One Year, One Month, Two Weeks with the Florida Education Association.**

Dear Mr. Palmer:

Listed below are the salient points included in a narrative report which has been filed with Samuel B. Ethridge, Associate Secretary, Committee on Civil and Human Rights for Educators, NEA. The allegations are as follows:

1. An obvious disregard for the worth, dignity and existence of the Florida State Teachers Association.
2. The assignment of the former executive secretary to a position of lesser status in the merged association.
3. Salary of the former FSTA executive secretary reduced from \$15,000.00 to \$13,000.00 by action of the FEA Board of Directors (at the same meeting the FEA executive secretary's salary was being increased by several thousand dollars).
4. W-2 forms for the former FSTA employees were not issued by the financial officer of FEA for that part of the fiscal year January 1, 1966 through June 30, 1966 (date of merger July 1, 1966).
5. Negro secretaries were not permitted to make overtime as were the white secretaries.
6. Former FSTA executive secretary was not given new office furniture, but white staff members were given new furniture.
7. Official records of FSTA were not properly retired. (as a matter of fact they were completely ignored)
8. Assignment of former executive secretary to work in the same building that he had previously managed prior to the merger under a person who had held lesser status in FEA prior to the merger.
9. Duties and responsibilities of the Assistant Director, Legal and Personnel Relations never clearly defined.
10. Day to day humiliation of the Assistant Director by the Director, Legal and Personnel Relations.

11. Failure to issue contract. (other staff members had contracts)
12. Election procedure for NEA Director changed at the convention apparently because Alvie Benton had won the preferential ballot defeating at least seven other candidates by approximately 300 votes.
13. Housing for former FSTA executive secretary and his family at the FEA Convention in Jacksonville extremely undesirable.
14. Funds for the Human Rights sub committee almost non-existent.
15. An attempt by the Director, Legal and Personnel Relations to circumvent the directive of the FEA Board of Directors regarding the Whitehurst Report.

These allegations represent in capsule form discriminatory practices that can be documented. By no means do they tell the full story of what happened during my One Year, One Month, Two Weeks with FEA.

Sincerely,

Alvie A. Benton

(Former Past Executive Secretary of the Florida Teachers Association)

Meeting of The National Council of State Teachers Associations

New York, N. Y.

November 30, 1967

Problem of "The Demotion and Dismissal of Negro Teachers, Administrators and Supervisors, due to School Desegregation.

THE VIRGINIA REPORT

I. INTRODUCTORY STATEMENT

In far too many school divisions in Virginia, the policy relative to the assignment of Negro Teachers, Administrators and Supervisors, in the process of school desegregation is to select a certain number (seldom more than two or three) of the Negro teachers, in the all Negro Schools, who have been designated by the principal as being superior and transfer these selected few to the predominantly white schools.

In the case of Negro Administrators and Supervisors, four techniques are employed:

1. The Negro Administrator, after some years tenure as principal, is being transferred to a predominantly white school, stripped of any "real administrative authority" and placed under the supervision of a white principal.

2. The Negro Administrator may be retained in the same building in which he has been principal, but he is demoted to an assistant principal and placed under the supervision of a white principal.
3. The Negro principal or supervisor is removed from his original position and is re-assigned to a newly created position, such as, "Coordinator of Audio-Visual Materials", "Supervisor of Textbooks", or "Coordinator of Special Services". All of these positions are designed to remove the Negro Administrator and Supervisor from the policy execution body.
4. The Negro principal or supervisor is offered a position as a classroom teacher and is given the choice of accepting this assignment or leaving the school system, if he rejects it.

II. THE SITUATION GENERALLY

The Central Administrations in most of the School Divisions in Virginia are pursuing a policy of containment and the proportionate deduction in the number Negro Administrators, Supervisors, and Teachers. In almost every case, as new teachers, principals, and supervisors are appointed, all of the appointees tend to be white, and if any Negroes are employed, this is done only if an all Negro School is still in existence.

No systematic or carefully conceived plan is projected by the Central Administration for the Desegregation of the Instructional and Administrative Staffs in most school divisions in Virginia. Whatever is done is accomplished on a "piece-meal", "hit or miss" basis. This has resulted in chaos and the creation of an extremely low level or morale among Negro Administrators, Supervisors, and Teachers.

III. CHANGE OF SCHOOL NAME

A tragic side effect of desegregation of schools, in Virginia, is the dropping of the names of prominent Negro Americans, such as, Frederick Douglass, James Weldon Johnson, George Washington Carver, and Booker T. Washington, when these formerly all Negro Schools house mixed student bodies and faculties.

POSITION STATEMENT

The Division of Administrators and Supervisors of the North Carolina Teachers Association views with alarm the trend now being followed in North Carolina and other sections of the South in displacing, replacing and the demoting of Negro principals and supervisors where formerly all Negro Schools have become a part of the integration or desegregation process. The principles of the democratic process, taxation

with representation, and the recent rallying cry for equal educational and employment opportunities for all, seem to ring hollow again as one reviews the arbitrary manner in which Negro administrators, supervisors, and teachers are being relegated in inferior positions of leadership in the life of the Negro child and the Negro community.

In view of the fact that there are in the State of North Carolina already identified more than 30 county and city units with more than 287 schools with a total of only about six Negro principals, the Division of Administrators and Supervisors strongly recommends that the desegregation of schools be implemented in a two-way approach as to both students and faculty. Administrators should be retained on the basis of their qualifications, not race. This practice is of such concern to the membership of our organization that the date of merger of our professional organization is germane to the satisfactory solution of this acute problem in the educational structure, prior to merger.

The Division calls upon Negro administrators and supervisors in the State of North Carolina to unify their efforts to protest any racially discriminatory practice or unfair treatment in the retention of their positions. Further, they are urged to avail themselves, if necessary, to serve as plaintiffs in court action should they become victims of such discriminatory practice of unfair treatment.

WASHINGTON SEMINAR

(Continued from Page 39)

is unfamiliar with the Federal City, the very fact of having the short summer residence there, with entry into the most vital offices of governmental administration, will bring reality to textbook-learned understanding of the processes of government.

Participation in the seminar will be open to members of the NEA and the NCSS, and to the spouses of participating members. Housing arrangements in Washington will favor economical living, the hotel providing a kitchen facility with each room.

The price of \$509.00 per person includes sharing a twin-bed room, the cost of the program features (but not tuition for the optional college-credit arrangements), transportation to all scheduled events, plus five special program dinners. The four-week Washington portion may be purchased without participation in the New York week, at a per person cost of \$392.00.

Interested persons should make deposit of \$50.00 to secure their reservation, to the following address: National Education Association, Division of Educational Travel, 1201 16th St., N.W., Washington, D. C. 20036.

What Our Teachers Want

By HERBERT KUPFERBERG

Editor's Note: The editors of PARADE, the Sunday newspaper magazine, recently interviewed Braulio Alonso, president of the NEA. The result was an article "What Our Teachers Want" by Herbert Kupferberg, which appeared in the November 12 issue of PARADE. The NCTA has been granted permission to reprint this article.

The American teacher has only begun to fight. The recent school walkouts in New York and Detroit, the disputes in Florida and Kentucky, are by no means isolated incidents. Teachers are going to battle for higher salaries, better working conditions, more of a voice in how the schools are run, and other changes they think will guarantee a better education for everyone.

These are the views of Braulio Alonso 1967-'68 president of the National Education Association. Alonso, a Florida high school principal who formerly taught physics and chemistry, welcomes the advent of the militant "new teacher."

Alonso, whose organization speaks for more than 1,000,000 professional educators, says their basic demands involve far more than money. He depicts American teachers as not only low-paid, but frustrated by inadequate supplies, tangled in administrative red-tape, and burdened with non-educational chores.

The two most immediate needs if we are to have better schools, he thinks, are removing the causes of teacher unrest throughout the country and bettering conditions in the "inner core" schools of our great cities—the slum and ghetto areas that breed dropouts, delinquents and criminals.

In an interview with PARADE, the NEA head candidly examined the entire range of school problems, needs and opportunities, as seen through the eyes of a professional educator. Here are his observations on some of the big questions:

WHAT OUR TEACHERS WANT

1. **BETTER TEACHING CONDITIONS:** "The NEA finds that the most important thing to a teacher is the conditions of work at his school. The teacher wants a school where the morale is high, where there isn't much administrative detail, where there are facilities and equipment, where there is time to teach . . ."

2. **HIGHER PAY:** "Teachers' salaries have not kept pace with the affluent society. The average beginning salary is somewhere under \$6,000, in some parts of Kentucky, for instance, less than \$4,000. We want a beginning salary of \$7,000, to go up to \$14,000 after ten years and with a Master's degree."



Parade Magazine editors interview Braulio Alonso, National Education Association president, in New York City. Seen here during the interview are, left to right: Jess Gorkin, editor; Braulio Alonso; Edwin Kiestler, Jr., managing editor; and Herbert Kupferberg, associate editor, and author of the article "What Our Teachers Want."

3. **A VOICE IN POLICY:** "The teacher ought to be an active participant in educational policies, to negotiate the conditions under which he's to operate."

4. **TEACHERS' AIDES:** "We have thousands of situations in this country where the teacher has to collect lunch and insurance money, to do all sorts of things that have nothing to do with education. This all could be done by a clerk, or an aide, thus letting the teacher concentrate on teaching."

5. **SMALLER CLASSES:** "Class size is vital. Research shows that if you do well in the first three years of school you'll probably do well from there on. But we put 35 and 40 in a first-grade class. You can't give the youngster sufficient individual attention to learn how to read. And on the secondary level, teachers haven't got time to grade papers properly. Suppose you're an English teacher, with 30 students a period, five periods a day—150 students a day. You give them a two-paragraph assignment to write. Assume you don't take more than two minutes to correct and grade each paper. That's 300 minutes, five solid hours. How often do you think you can do that?"

6. **THE INNER CORE:** "This is something that goes beyond education. It goes into housing, job opportunities, etc., and involves massive amounts of money. There are unbelievable examples in the ghettos. In one of our large city systems we had 50 youngsters bitten by rats in their classrooms. There are schools without playground space, without eating facilities, without enough toilets."

7. HOW TO GET BETTER TEACHERS: "Well, you go after the alert and capable youngsters coming out of college and you pay them enough to make it worthwhile for them to come into the profession. Then you make the conditions of work attractive enough so they stay in."

8. MEN VS. WOMEN TEACHERS: "Four or five years ago we reached a milestone: we had more men than women teachers at the secondary level. I think a woman by her very nature is much more suited for teaching in the lower elementary grades. . . . You've almost got to be a mother to these youngsters. On the other hand, when you get to the upper elementary grades, a boy must have a man with whom he can associate."

9. PARENTAL PRESSURES: "I know teachers are sometimes accused of pushing their pupils too hard. But I find that at the high school level, the greatest influence of this go-go-go idea comes from the parents. That youngster must go to college, that youngster must make A's, that youngster must be on the track team, that youngster must be in the band. The student may not be interested or capable, but the parents' pushing him at home is the greatest influence."

10. SHOULD TEACHERS STRIKE? "The policy of the NEA is that every effort be made to avoid the strike. However, if one of our affiliates does go on strike, then we'll use every possible resource we have to help. We will not violate an injunction, but if we cannot overturn it in the courts, then the only alternative the teacher has is to give notice and resign. . . . The mood and the spirit of teachers all over America have changed. You ask if they are held in high enough esteem. I think they're held in generally higher esteem than other public servants, if you want to call them that, simply because of the nature of the work they do and the contact they have with youngsters. Obviously an elementary child generally loves his teacher, and a high school student respects him. I think what's happening now is that the teacher is getting to be more respected. I don't know whether he's more loved or not. I think perhaps he's losing the love, but gaining the respect."

And what makes the ideal teacher? Alonso pondered a few moments before answering.

"That's a tough question," he said, "But right off the bat, I think the ideal teacher is one who is knowledgeable in the area in which he's teaching. He's interested in his work. He's interested in the youngsters he's teaching. He's interested in advancing himself educationally and in advancing his profession. He's willing to give of his time and effort to help individual youngsters. This would be the ideal teacher."

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The University of Illinois Announces Teachers Institute

The University of Illinois announces that it will conduct its twelfth Academic Year Institute for junior and senior high school mathematics teachers. This Institute, which is supported by the National Science Foundation, will begin on June 17, 1968, and end on June 4, 1969.

Funds are available for the support of thirty participants. Each participant in the program will receive a basic stipend of \$3,600. In addition, provision is made for books, tuition, fees, travel, and dependency allowance. To be eligible for the Institute a teacher must have had three years' teaching experience by June 17, 1968, in a junior or senior high school (grades seven through twelve) with at least one year in the teaching of mathematics. The applicant must hold an A.B. degree or its equivalent from an accredited college or university, must have completed six hours of calculus and six hours of mathematics beyond calculus, and have a grade point standing in mathematics of 4.0 (4.0 = B).

The main objectives of the Institute are to acquaint the participants with the content and point of view of modern mathematics and to improve their backgrounds in the subjects they now teach or may be called upon to teach.

The Institute is a demanding one. It was designed on the premise that the first prerequisite for good teaching in mathematics is depth of knowledge of mathematics. The program consists of an intensive study of several areas of mathematics approached from a modern point of view. Graduates of the program will be well prepared to teach a modern curriculum, teach courses for advanced standing, and help plan and develop new curricula. The program consists of ten units of graduate work in mathematics dealing with such topics as logic, theory of sets, modern geometry, modern algebra, calculus and the elementary theory of functions, and matrices. The course offered satisfy all of the requirements for the degree of Master of Arts in Mathematics.

In selecting individuals for participation and otherwise in the administration of the Institute, the University of Illinois will not discriminate on the ground of the race, creed, color, or national origin of any applicant or participant.

For further information write: Professor Wilson M. Zaring, Director, Academic Year Institute, 303 Altgeld Hall, University of Illinois, Urbana, Illinois 61801.

Teachers Can't Strike, Jersey Court Rules

The Miami Herald, Dec. 20, 1967

Public school teachers do not have the right to strike, New Jersey's highest court has declared.

The State Supreme Court ruled unanimously that strikes by public school teachers are barred under the New Jersey and U. S. Constitutions.

"When government undertakes itself to meet a need, it necessarily decides the public interest requires the service, and its employees cannot reverse or frustrate that decision by a concerted refusal to meet that need," the court said.

". . . The maintenance of a free school system is mandated by the state constitution itself," the court said.

The court issued the rulings in upholding convictions for criminal contempt against striking teachers in Woodbridge and Newark. The court ruled 7-0 in the Woodbridge decision and 6-0 with one justice absent in the Newark cases.

The constitutional questions were raised in the Woodbridge case in which 11 leaders of the teacher walkout appealed criminal contempt convictions.

The high court ruled that the teachers cannot "claim a right to strike under the state constitution upon the thesis that they are in private employment because teaching can be pursued under private auspices."

Moreover, the court rejected the teachers' contention that the work stoppages were protected by the 13th Amendment to the U. S. Constitution which prohibits involuntary servitude.

"There is no issue of involuntary servitude under the 13th Amendment," the court declared. "The individual teachers were free to quit but they could not strike in concert."

On a third constitutional point, the court dismissed the claim by the Woodbridge teachers that prohibition of strikes by public school teachers violates the 14th Amendment to the Federal Constitution.

The membership report included in this issue does not reflect any reports submitted after January 31, 1968. Locals should submit their reports before the deadline date of March 3, 1968 in order to be eligible for delegates to the April 4-5 Convention.

Legislative Corner

"Medicare for Teachers Not Covered by Social Security"

The first skirmish has been lost, but we have not lost the war.

Section 144 of HR 12080 (Social Security Amendments of 1967) as passed by the Senate was deleted by the conferees on the bill during the last week of the session at the insistence of the House conferees.

The Legislative Commission at its meeting on December 11 discussed the situation in detail. It was agreed that the enactment of this legislation must have priority in the second session of the Congress.

We are planning a drive to move this legislation in the House.

Computer Programming Contest for Secondary School Students

The Association for Educational Data Systems announces the Fifth Annual AEDS Computer Programming Contest for Secondary School Students in Grades 7-12.

Rules, Guidelines and Entry Blanks are now available from the AEDS National Center at the above address. Entries must be submitted by April 8, 1968. They are judged as they are received for originality, usefulness, completeness of solution, and quality of documentation by a panel of nationally known authorities in the computer sciences.

Three classes of awards will be given: Grand Prize, Second Prize and Honorable Mention. The Grand Prize includes \$150 in U. S. Savings Bonds, plus an all-expense paid trip for the student and his teacher to the 1968 AEDS Convention in Fort Worth, Texas, April 30 to May 3. In addition, the winning student's school will receive for its library a collection of educational data processing publications donated by various publishing firms. Second Prize winners will receive \$50 U. S. Savings Bonds.

Last year's winner, Richard Baum of Abraham Lincoln High School, Brooklyn, developed a program for A SIMULATION OF AN ORBITAL RENDEZVOUS AND DOCKING MANEUVER ON A SMALL DIGITAL COMPUTER.

A project may be submitted by an individual student or by a team of two or more students. In the event the project winning the grand prize is submitted by a team, the team must select **one** of its members to make the trip to Fort Worth.

THE NCTA CREDIT UNION

of Raleigh, N. C., as of December 31st, 1967

6th Annual Statement of Condition

(Copy of Sworn Statement Submitted to the State Administrator
of Credit Unions as Required by Law)

Assets	1966	1967
Required Deposit — M & F Bank, Raleigh	\$ 4,293.08	\$ 4,560.28
Cash — (Checking Account, Available For Loans)	1,557.80	1,242.63
Loans Outstanding	55,494.67	71,089.27
Investments		
(a) Mutual Savings & Loan Assn.	3,133.41	3,276.79
(b) League Central	1,042.50	1,086.70
Office Equipment	200.00	1,110.80
Prepaid Bond	155.00	80.00
Total Assets	<u>\$65,876.46</u>	<u>\$82,446.47</u>
Liabilities		
Shares (Including 5% Dividends For 4th Consecutive Year)	\$49,974.72	\$69,356.75
Notes Payable (Money borrowed for use in making loans to members)	12,500.00	10,000.00
Reserve Fund (This reserve increases the safety and strength of the credit union)	2,556.62	2,860.94
Undivided Earnings	845.12	121.98
Unearned Income		107.00
Total Liabilities	<u>\$65,876.46</u>	<u>\$82,446.27</u>

State of North Carolina, Wake County

F. D. McNeill, treasurer of the above named credit union personally appeared before me this day and being duly sworn, says that the foregoing statement is true to the best of his knowledge and belief.

Sworn to and subscribed before me, this 10th day of January, 1968.

THELMA M. KECK, Notary Public
Commission Expires 11-13-68

F. D. McNEILL, Treasurer

THE PROGRESS OF THE NCTA CREDIT UNION Since September 30, 1961

Year	Members	Number of Loans	Amount of Loans	Total Assets
12-31-61	25	0	0	1,279.25
12-31-62	127	5	1,000.00	3,472.05
12-31-63	233	24	5,986.50	7,095.36
12-31-64	339	80	21,888.36	17,591.40
12-31-65	450	155	60,442.13	41,201.82
12-31-66	547	244	95,650.35	65,881.71
12-31-67	682	229	105,795.28	82,446.47

STATISTICAL INFORMATION

Total Loaned Since Organization	\$290,971.84
Range of Loans Granted	\$50.00 to 3,000.00
Loans Charged Off To Reserve Fund	
Since Organization	316.93
Range of Shares Per Member	\$ 5.00 to 3,417.50
No. of Members Shares \$99.00 or Less	540

PERMA-GLAZED PLAQUES

Shares \$2,000.00 or more "Les Elites"	4
Shares \$1,000.00 to \$1,999.00 "The President's Group"	12

CERTIFICATES AWARDED TO

Shares \$500.00 to \$999.00 "The Notables"	18
Shares \$100.00 to \$499.00 "The Century Group"	108

WHAT YOU SHOULD KNOW ABOUT THE NCTA CREDIT UNION

The North Carolina Teachers Association's Credit Union serves members of the Association whose dues are paid by December 1 of each year. \$5.25 is required to join the credit union, preferably by money order or cashier's check. Shares are \$5.00 each thereafter.

Shares and loans are life-insured up to \$2,000.00 at **no extra cost**. This includes a 6 months loan disability feature up to age 60. A double indemnity clause covers accidental death and **loss of any extremities**. There are **no medical exclusions**.

The Credit Union is a non-profit corporation whose primary purpose is to provide service to the membership. **Four consecutive years of 5% dividends** out of a 6% loan rate is indicative of our philosophy.

The **good character** of the borrower and/or co-signer is **primary**. If unknown, a favorable report of credit references is **required** which usually takes about seven days.

BANQUET—DANCE 7:00 P.M. FRIDAY, JANUARY 17, 1969, SIR WALTER HOTEL, RALEIGH
7th Annual Meeting, 10:00 a.m. January 18, 1969, Sir Walter Hotel, Raleigh

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Four Consecutive Years

NOTICE

The NCTA Credit Union Board of Directors, on September 9, 1967 adopted two (2) significant resolutions:

A. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

B. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, and amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

SECURITY — COLLATERAL TYPE LOANS ONLY SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$ _____ My monthly salary is \$ _____

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

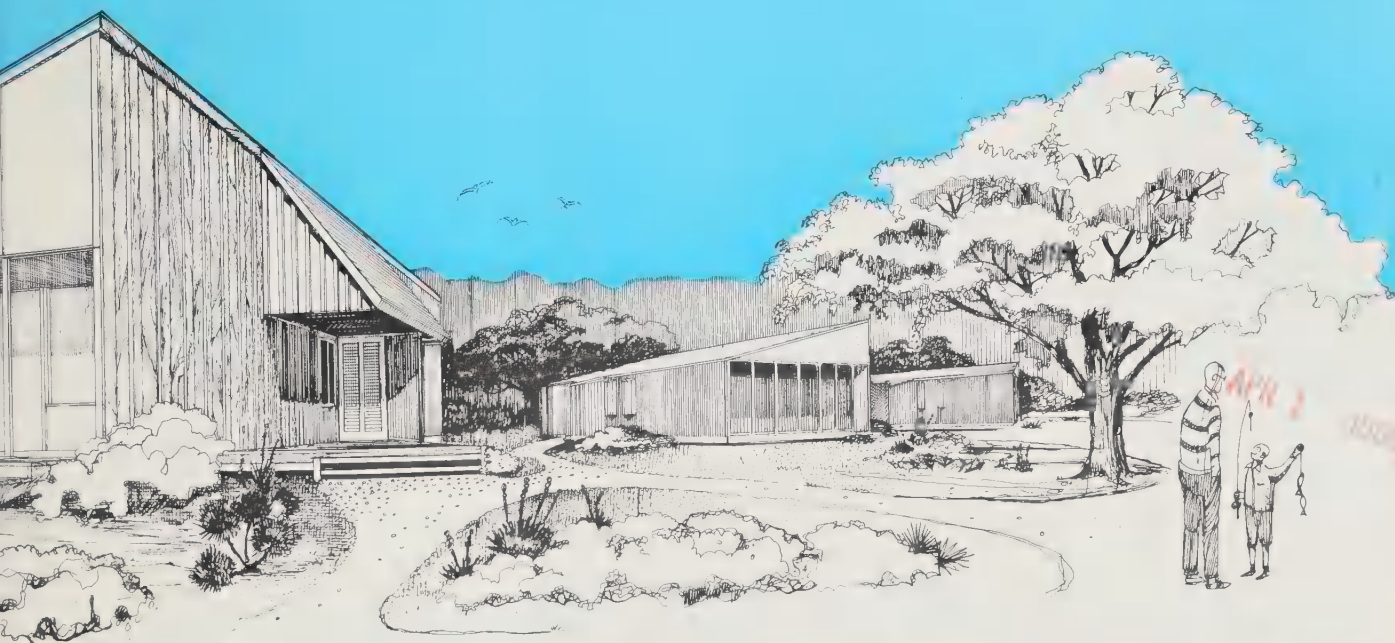
_____ Location _____

During 1967, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601

C370.5
N86t2
Mar. 1968

Teachers Record

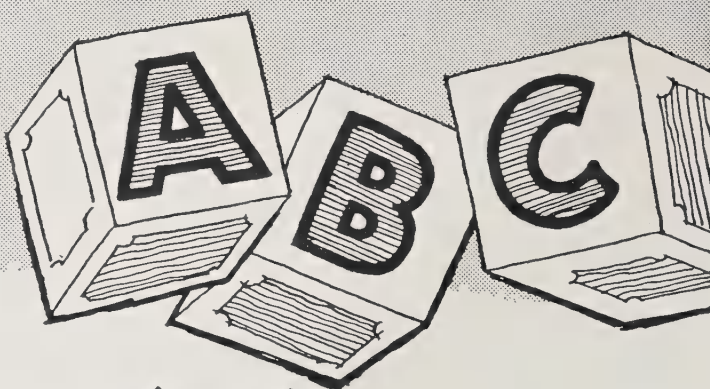
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Follett Publishing Co.
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* * *

THIS MONTH'S COVER
"UP-WARD
THE HAMMOCKS"

Depicted is an architectural drawing of the type of cottages to be built on the Hammocks Beach property from funds to be raised through the special crash program of the Classroom Teachers Association, NCTA. The cottages will be self-contained family style units and will be used on a rental basis available to all NCTA members and their guests at the lowest possible costs.

Built in a cluster arrangement, the cottages will be designed to provide the maximum of privacy. Clusters will be located immediately across the main roadway from the now existing Assembly Hall.

* * *

Subscription price \$1.50 a year

* * *

Advertising rates on application to the Executive Secretary.

Published four times a year during the months of January, March, May and October at 125 E. Hargett Street, Raleigh, North Carolina.



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Twelve Thousand Copies

North Carolina

Teachers Record

Official Publication of the North Carolina

Teachers Association
Membership Over 11,500

VOLUME XXXVIII

MARCH, 1968

NUMBER 2

CONTENTS

	Page
Convention Speakers	4
Program	6
Room Assignments	7
Departments and Sections Meetings	8
Constitution of the NCTA	11
National Teacher Examination	17
I Told You So	18
New Staff Members	19
Credit Union Banquet	20
Upward The Hammocks	23
Letters To The Editor	28
Scholarships For Undergraduates	31
The Kind Of Public Schools We Need	35
Life Or Death Of The NEA	39
NEA Legislative Commission	44
Proposed Budget For 1968-69	47

OUR ADVERTISERS

School Book Depository	Inside Front Cover
Mechanics & Farmers Bank	3
Barber - Scotia College	6
Field Enterprises Educational Corp.	10
Saint Augustine's College	15
Harcourt, Brace & World, Inc.	16 & 38
For State Superintendent (Everette Miller)	22
Wrigley's Spearmint Chewing Gum	27
Army Opportunities	30
Planner Trainees Wanted	34
Colonial, Williamsburg	37
For State Superintendent (Raymond Stone)	41
Benefic Press	42
Wachovia	43
Heritage Books, Inc.	46
The N. C. T. A. Credit Union	Inside Back Cover
Capital Printing Company	Outside Back Cover

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 James Jones, Building Custodian

REMINDER

The NCTA is in need of the greatest unity ever among its members. That unity can only be accounted for through memberships paid. We are running a little behind last year's membership. **Please encourage all non-financial members to remit their dues right away.**

Reservations for the NCTA State Convention should be made direct and immediately. The headquarters hotel is the Sheraton-Sir Walter Hotel, Fayetteville Street, Raleigh, North Carolina.

Reservations for the Dallas Convention should be made at once. The NCTA headquarters hotel in Dallas will be The Baker Hotel, Dallas, Texas.

The NCTA State Convention Date is April 4 - 5, 1968

Place: Raleigh Memorial Auditorium, Raleigh, N. C.

Theme: Commitment to Action

4%

DAILY INTEREST
ON SAVINGS

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FINANCIAL STATEMENT

Mechanics & Farmers Bank

December 31, 1967

RESOURCES:

Cash in vault and due from banks	\$3,071,016.39	
U. S. Government Bonds	4,530,213.81	
N. C. State and Municipal Bonds	945,616.60	\$ 8,546,846.80
Other Securities		2,639,962.84
Loans and Discounts		7,646,409.02
Banking Houses and		
Furniture and Fixtures		379,908.34
Other Assets		160,296.49
RES TOTAL RESOURCES		<u>\$19,373,423.49</u>

LIABILITIES:

Deposits		\$17,855,842.17
Reserve for Bad Debts		119,302.15
Reserve for Losses		31,500.00
Other Liabilities		180,293.20
Common Stock	\$ 502,635.00	
Surplus	475,000.00	
Undivided Profits	8,850.97	
Capital Notes	200,000.00	1,186,485.97
TOTAL CAPITAL AND LIABILITIES		<u>\$19,373,423.49</u>

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ENOUGH TO KNOW YOU"

RALEIGH - DURHAM - CHARLOTTE

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WE PRESENT OUR SPEAKERS



DR. BRAULIO ALONSO

Braulio Alonso has asked the nation's teachers for a "commitment to action." The new president of the National Education Association knows where the action is. For his has been a life of action, in education and out. But mostly in.

The 49-year-old Tampa, Florida, high school principal points out that America's "new teacher" is "more active, more alert, more aggressive" as well as more knowledgeable and better trained. But he calls for an intensification of these qualities, accompanied by full awareness of responsibility.

Primary concern of the NEA president, he willingly reveals, is the classroom teacher.

"What happens in a classroom," he says with feeling, "is the most important thing that happens in a school."

Regarding teacher welfare, he notes that every teacher is a colleague, regardless of race or religion, and "whatever happens to any teacher any place in essence happens to us." The NEA, he adds, is unwilling for the rights of one teacher to be abridged.

"We must combat poverty — who can learn when he is hungry and tired? We must combat prejudice — who can learn when he feels he is despised as a nothing? We must combat apathy — who can learn when he feels there is no use, no hope, no future?"

Alonso, earned his master's degree at the University of Florida following undergraduate study at the University of Tampa.

He and his wife, Bebe, an elementary school teacher, have two children, Barbara and Kenneth, both Merit Scholars.



DR. IRVAMAE V. APPLGATE

Dr. Irvamae V. Applegate, former president of the National Education Association, is a determined woman dedicated to the profession of teaching.

Teachers, she says, must believe in their profession and themselves and be aware of their own individuality and that of their students. The theme of her presidential term was: "Individual Commitment to Professional Excellence."

The 1966-67 NEA president, an only child, was born 46 years ago on the barren, rugged plains of North Dakota where she grew up, riding a horse from the family's 320 acre wheat and cattle farm to the school "where we didn't have school every year and never had a full term."

She acquired her B.S. degree from the North Dakota Agricultural College (now North Dakota State University), her M.S. degree in audio-visual education and her Ph.D. degree from the University of Minnesota.

She has done additional work in elementary education beyond her doctorate, plus a summer at the University of Chicago on a Hill Family Foundation grant to study programmed instruction.

Dr. Applegate is not only a teacher and college administrator, but a homemaker, seamstress, journalist, avid reader, author, and congenial optimist.

She is married to Mr. Dwain Applegate. They reside in Princeton, Minn.

Dr. Samuel M. Nabrit was born in Macon, Georgia on February 21, 1905. He received his B.S. degree from Atlanta's Morehouse College, where he became a professor of biology. His M.S. and Ph.D. degrees were earned from Brown University.

He has served as Dean of the Graduate School of Arts and Sciences, President of the National Institute of Science, member of the Screening Committee for the Ford Foundation Fellowship Program, consultant for the National Science Foundation and a coordinator for Carnegie Foundation for the Advancement of Teaching.

Dr. Nabrit became the second President of Texas Southern University in Houston where he served as President of the Association of Colleges and Secondary Schools. He was appointed in 1956 by President Dwight D. Eisenhower to a six-year term on the National Science Board. In June, 1966, he was nominated by President Lyndon Johnson to a four-year term on the Atomic Energy Commission, the Senate confirmed the appointment and he was sworn in at the White House on August 1, 1966.

He resigned this position to return to the academic world as Executive Director of the Southern Fellowship Fund, an operating agency of the Council of Southern Universities.

Dr. Nabrit married Miss Constance Crocker of Boston in 1927. They have no children.



DR. SAMUEL M. NABRIT

NCTA Annual Convention Program

THURSDAY, APRIL 4, 1968

9:45 A.M.—Exhibits Open
 10:00 A.M.—Registration
 12:00 Noon-2:00 P.M.
 Memorial Auditorium—Arena Area
 Open Hearings
 Presiding—Mrs. Ruth B. Jones, Vice President,
 NCTA
 2:00- 3:30 P.M.—Lunch
 Department of Supervisors—

Memorial Auditorium

FIRST BUSINESS SESSION

3:45-6:00 P.M.

Memorial Auditorium—Arena Area
 Presiding—Dr. Rudolph Jones, President, NCTA
 6:00- 7:00 P.M.—Dinner

FIRST GENERAL ASSEMBLY

Memorial Auditorium—Arena Area

7:15- 8:00 P.M.—Concert

Memorial Auditorium—Arena Area

8:15 P.M.—Assembly

Presiding—Dr. Rudolph Jones, President, NCTA

FRIDAY, APRIL 5, 1968

8:00- 9:00 A.M.—Registration

8:45-10:45 A.M.—Divisional Meetings
 (General Discussion and
 First Business Session)

- A. Division of Administrators
 and Supervisors
 Southern Room, Memorial Auditorium
- B. Association of Classroom Teachers
 Arena Area, Memorial Auditorium
- C. Department of Student NEA-NCTA
 Student Union Auditorium,
 Shaw University

SECOND BUSINESS SESSION

10:45 A.M.-12:45 P.M.

Memorial Auditorium—Arena Area

Presiding—Dr. Rudolph Jones

12:50- 1:30 P.M.—Lunch

1:30- 3:30 P.M.—Second Business Session
 of Divisions

- A. Division of Classroom Teachers
 Arena Area, Memorial Auditorium
- B. Division of Administrators
 and Supervisors
 Southern Room I & II,
 Memorial Auditorium
- C. Division of Higher Education
 Student Union Auditorium,
 Shaw University
- D. Division of Retired Teachers
 Southern Room III,
 Memorial Auditorium

3:30- 5:00 P.M.—Sectional and Department
 Business Meetings

5:30- 7:00 P.M.—NCACT Banquet
 Sheraton-Sir Walter Hotel—Ball Room

SECOND GENERAL ASSEMBLY

7:15- 8:00 P.M.—Concert

8:15 P.M.—Assembly

Presiding—Dr. Rudolph Jones, President, NCTA

9:30-10:30 P.M.—President's Reception
 Southern Room, Memorial Auditorium

10:30 P.M.-1:00 A.M.—Social
 Sheraton-Sir Walter Hotel—Ball Room



JEROME L. GRESHAM, PRESIDENT
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 Social Studies, Physical and Health Education,
 and Religious Education.

ROOM ASSIGNMENTS

Thursday, April 4, 1968

2:00- 3:30 P.M.—Department of Supervisors
Memorial Auditorium

Friday, April 5, 1968

8:45-10:45 A.M.—(General Discussions)

Division of Administrators
and Supervisors
Southern Room, Memorial
Auditorium

Association of Classroom
Teachers
Arena Area, Memorial
Auditorium

Department of Student
NEA-NCTA
Student Union Auditor-
ium, Shaw University

1:30- 3:30 P.M.—(Business Meetings
of Divisions)

Division of Classroom
Teachers
Arena Area, Memorial
Auditorium

Division of Administrators
and Supervisors
Southern Room I & 11,
Memorial Auditorium

Division of Higher Educa-
tion
Student Union Auditor-
ium, Shaw University

Division of Retired
Teachers
Southern Room III, Me-
morial Auditorium

3:30- 5:00 P.M.—(Sectional and Departmental
Business Meetings)

Elementary School
Principals
Elizabeth Room, Sherat-
on-Sir Walter Hotel

National Association of
Secondary School
Principals
Hayes-Barton Room,
Sheraton-Sir Walter
Hotel

Junior High School
Principals
Raleigh Room, Sheraton-
Sir Walter Hotel

Primary and Grammar
Teachers
Arena Area, Memorial
Auditorium

Department of Principals
Southern Room, Memor-
ial Auditorium

3:30- 5:00 P.M.—(Sectional and Departmental
Business Meetings)

English
Room 124, Ligon High

Social Science
Room 130, Ligon High

Music
Room S-1, Ligon High

Foreign Language
Room 125, Ligon High

Art
Room 132, Ligon High

Driver Education
Room 109, Ligon High

Vocational Agriculture
Student Union Auditor-
ium, Shaw University

Industrial Arts
Ind. Arts Shop (04),
Ligon High

Exceptional Children
Room 131, Ligon High

Educational Secretaries
Room 114, Ligon High

Secondary Education
Teachers
Auditorium, Ligon High

Science and Math
Rooms 104 and 102,
Ligon High

Home Economics
Greenleaf Auditorium,
Shaw University

Librarians
Library, Ligon High

Health & Physical
Education
Gym, Ligon High

Teacher Aides
Room 128, Ligon High

Guidance
Room 112, Ligon High

Business Education
Rooms 121 and 116,
Ligon High

Audio Visual Aids
Room 110, Ligon High

College Instruction
Room 127, Ligon High

Saturday, April 6, 1968

10:00 A.M.

Student Council Advisors
Auditorium, Ligon High

Departments and Sections Meetings

DEPARTMENT OF SUPERVISORS

Thursday, April 4, 1968 — 2:00-3:30 P.M.

Memorial Auditorium

Mrs. Dorothy P. Goodson, Chairman

Program Topic—"Decisions School Supervisors Can Make From Standardized Group Tests"

Speaker—Mr. Walter R. Jacobs, Jr., Associate State Supervisor, Section for the Education of Exceptionally Talented Children

Discussion Period

Business Session

Announcements

Adjournment

ASSOCIATION OF CLASSROOM TEACHERS

Friday, April 5, 1968 — 1:30 P.M.

Raleigh Memorial Auditorium

Mrs. Mae Sue Henry, president, presiding

Opening—Pledge of Allegiance

The Psalm of the Good Teacher

Presentation of Platform Guests

BUSINESS SESSION

Adoption of Rules of Order

President's Report

Presentation of Candidates

Remarks—Mrs. Edna C. Richards

REPORTS:

Resolutions

Local Projects

Constitution

Hammocks Beach Crash Program

Voting

New Business

Announcements: Classroom Teachers Banquet will be held in the Virginia Dare Ballroom, Sheraton-Sir Walter Hotel, Raleigh, North Carolina, Friday, April 5, 1968 at 5:30 P.M. — Doors will open at 5:15 P.M.

Host: Wake County Association of Classroom Teachers

DIVISION OF RETIRED TEACHERS

Friday, April 5, 1968 — 1:30-3:30 P.M.

Memorial Auditorium — Southern Room

Mrs. E. M. M. Kelly, Chairman

Theme—Worthy Use of Leisure Time

Panel Discussion—Hobbies and Leisure Time

ELEMENTARY SCHOOL PRINCIPALS

Friday, April 5, 1968 — 3:30-5:00 P.M.

Sheraton-Sir Walter Hotel — Elizabeth Room

Business Session

Election of Officers

NATIONAL ASSOCIATION OF

SECONDARY SCHOOL PRINCIPLES

Friday, April 5, 1968 — 3:30-5:00 P.M.

Sheraton-Sir Walter Hotel — Hayes-Barton Room

SECTION OF JUNIOR HIGH SCHOOL PRINCIPALS



Mr. Theodore E. Guth

Friday, April 5, 1968 — 3:30-5:00 P.M.

Sheraton-Sir Walter Hotel — Raleigh Room

Presiding—S. J. Howie, Jr., Chairman

Program Topic—"Industrial Arts and the Junior High School"

Speaker—Mr. Theodore E. Guth, State Supervisor, Industrial Arts Education

Discussion Period

Business Session

Announcements

Adjournment

SECTION OF ENGLISH TEACHERS

Friday, April 5, 1968 — 3:30-5:00 P.M.

Ligon High School — Room 124

C. C. Lipscomb, Chairman

Associate State Supervisor of English

Mrs. E. L. Clark, Secretary

Ligon Senior High School, Raleigh, North Carolina

PROGRAM

Greetings—Chairman

Special Reports—Regional Affiliates, High School Drama

Introduction of Guest—Chairman

"The New English Curriculum" — Its Design and Implementation—M. Lawrence Tucker and C. C. Lipscomb, Associate State Supervisors of English, State Department of Public Instruction

Questions—Answers

Adjournment

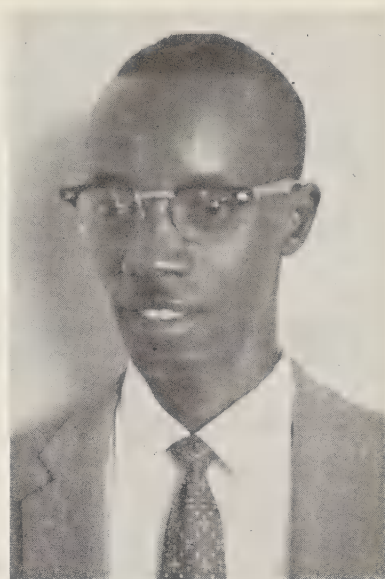


Music Division — NCTA

(INSTRUMENTAL and VOCAL)

Friday, April 5, 1968 — 3:30-5:00 P.M.

Ligon High School — Room S1



Business Session—"Music Meets the Merger"
(Panel Discussion)

Topics for Discussion

1. Should we draw proposals for merger?
2. Should we make alternate plans if agreement with our merger plans are not accepted to some degree?
3. Should we continue our organization in spite of merger to better serve Negro youth?

MEMBERS OF THE PANEL

1. Mr. Hubert E. Walters, Co-Chairman, NCTA Music Division (Vocal)
2. Mr. Joseph L. Edwards, Co-Chairman, NCTA Music Division (Instrumental)
3. Miss Hortense N. Reid, President, North Carolina State Music Teachers Association (Vocal and Piano)
4. Mr. Marvin Davenport, President, North Carolina Band Directors Association

5. Mr. Cleveland Ambrose, Chairman, Ahsoskie Vocal District
6. Mr. J. A. Major, Chairman, Burlington Vocal District
7. Mr. Paul L. Reid, Chairman, Charlotte Vocal District
8. Miss Teresa Claggett, Chairman, Durham District
9. Mr. Charles Gilchrist, Chairman, Fayetteville District
10. Mr. Robert T. Simmons, Chairman, Kinston District
11. Mrs. Battle, Chairman, Rocky Mount-Wilson District
12. Mrs. F. Cowan, Chairman, Salisbury District
13. Mrs. Constance O'Dell, Chairman, Wilmington District
14. Mr. Jasper Y. Bell, Chairman, Central Western Band District
15. Mr. Johnny Wooten, Chairman, Northeastern Band District
16. Mr. L. W. Hoover, Chairman, Southeastern Band District

DEPARTMENT OF SECONDARY EDUCATION

Friday, April 5, 1968 — 3:30-5:00 P.M.

Ligon High School — Auditorium

MATHEMATICS COUNCIL

Friday, April 5, 1968 — 3:30-5:00 P.M.

Ligon High School — Room 102

Presiding—Mrs. Josie M. Thompson, President
Topics—I. Progress Report of Modern Mathematics Program in our Schools; II. Plans for future activities

SCIENCE SECTION

Friday, April 5, 1968 — 3:30-5:00 P.M.

Ligon High School — Room 104

Presiding—Delmous R. Ingram, Chairman of Science Section

1. A Special Business Session
2. Announcements
3. Adjournment

DEPARTMENT OF LIBRARIANS

Friday, April 5, 1968 — 3:30-5:00 P.M.

Ligon High School — Library

Mrs. Norma M. Royal, Chairman
Business Session

DEPARTMENT OF GUIDANCE

Friday, April 5, 1968 — 3:30-5:00 P.M.

Ligon High School — Room 112

Mrs. Alice Solomon, Raleigh, Chairman
Program—Business Meeting to elect Officers

STUDENT COUNCIL ADVISORS

Saturday, April 6, 1968 — 10:00 A.M.

Ligon High School — Auditorium

Presiding—Mrs. Doris B. Clements, Student Council Advisor, Ligon High School

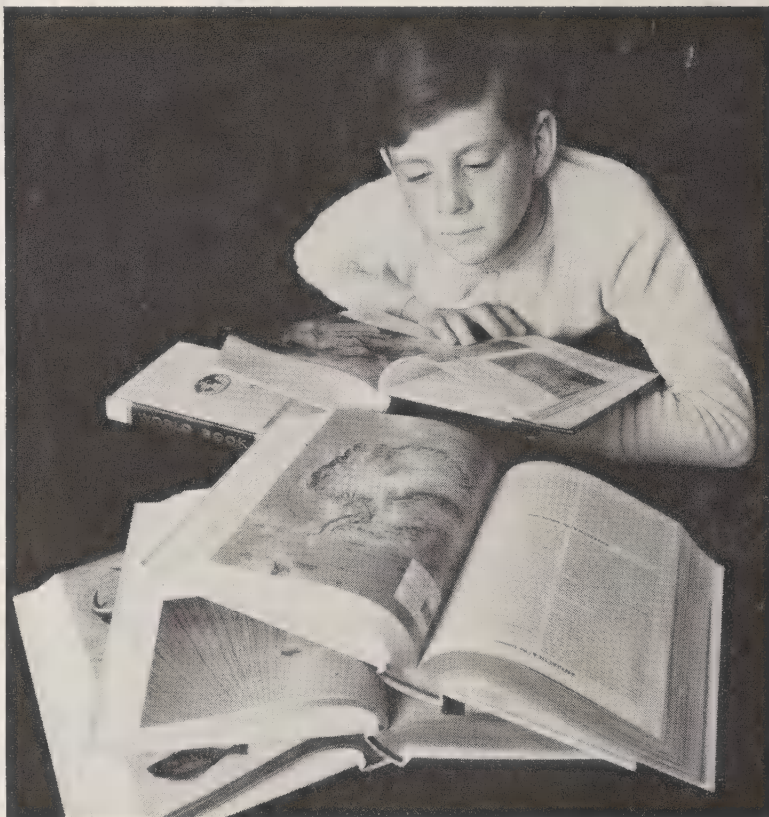
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CONSTITUTION

of the

North Carolina Teachers Association

Article 1 — Name

The name of this organization shall be the North Carolina Teachers Association.

Article II — Purpose

The purpose of this Association shall be:

- (a) To encourage the attainment of the highest professional and educational standards of its members and for the people of North Carolina.
- (b) To foster sentiment favorable to the growth, development, and improvement of education in North Carolina and to seek to establish the North Carolina Teachers Association as an integral part of the recognized educational forces of North Carolina.
- (c) To cooperate with other educational, professional and civic organizations and agencies whose objectives and purposes are similar to the objectives and purposes of this Association.
- (d) To promote and protect the welfare of its members as it relates to professional and economic security, public relationships, and healthful living.

Article III — General Officers

SECTION 1. The General Officers of the Association shall be the president of the Association, the vice president, the recording secretary, the treasurer, and the executive secretary. The officers shall be installed as officers-elect at the time of the meeting in which they are elected, but they shall not assume active responsibility in office until the next ensuing fiscal year, and their terms shall be co-terminous with the fiscal year except as otherwise herein provided. The annual convention of the Association may authorize such non-constitutional officers and committees as the annual convention may find to be necessary or desirable from time to time.

SECTION 2. The duties of the officers shall be the usual duties of the respective officers and such other duties as the Association may prescribe.

SECTION 3. The treasurer of the Association and any others who may be responsible for handling the funds of the Association shall be adequately bonded.

SECTION 4. The president of the Association shall be elected for a term of two years and shall not succeed himself. The vice president shall be elected for a term of two years.

In case the office of president is made vacant before the regular and full expiration of time of the elected president, the vice president shall serve as the acting president until the next annual convention. In case of a vacancy in the office of president and vice president, the executive secretary shall call a meeting of the Board of Directors, hereinafter provided for, and the Board of Directors shall select some one from its own membership to act as president until the next annual meeting of the Association at which time a regular election shall be concluded.

SECTION 5. The recording secretary shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

SECTION 6. The treasurer shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

Article IV — Board of Directors

SECTION 1. There shall be a Board of Directors composed of the following: the president of the Association, the vice president, the recording secretary, the treasurer, the president of each of the district associations, any NEA Director for North Carolina who holds membership in the Association, the president of the North Carolina Association of Classroom Teachers, and one member elected by each district. Each of the members elected by the district shall serve for a term of three years. Staggered terms shall be set up by the Board of Directors. The term of membership on the Board of Directors for the president and vice president shall be as described in Article III, Section 4, except that each president shall remain a member of the Board of Directors for two consecutive years immediately following the expiration of his term as president of the Association.

A member elected from the district may be re-elected to membership on the Board of Directors for as many terms as the district may see fit to re-elect him.¹

¹ As amended by 83rd Annual Convention.

SECTION 2. The president of the Association shall be the chairman of the Board of Directors. The Board of Directors shall have entire charge of the affairs of the Association during the recess between Annual Conventions subject to limitations in Section 6 of this Article and shall determine general plans for each succeeding Annual Convention. The Board of Directors shall hold at least one meeting during the recess between conventions. The expenses of meetings of the Board of Directors shall be paid by the Association. The Board of Directors shall have no power to nullify or alter any decisions of the Association in Convention Assembled.²

SECTION 3. The Executive Secretary shall be appointed by the Board of Directors and his term of office shall be determined by the Board of Directors. The Board of Directors shall supervise and direct the work of the Executive Secretary.³

SECTION 4. The Board of Directors shall employ a certified public accountant to audit the books and financial records of the Executive Secretary and Treasurer at least once a year. The report of the audit must be published in the official organ of the Association.

SECTION 5. The Board of Directors shall submit to the Association a budget for the fiscal year following each annual convention. The budget submitted shall indicate the estimated income and expenses for the incoming year. No money shall be appropriated from the treasury until the same has been considered by the Board of Directors and their report of the same presented to and approved by the Association.

SECTION 6. The Board of Directors shall have no power to acquire or dispose of real estate for the Association except upon special authorization by written resolution of the Annual Convention in which case the Board of Directors shall be limited strictly to the terms of such written resolution.

SECTION 7. The Board of Directors shall have the power to change the fiscal year.⁴

SECTION 8. The Board of Directors shall cause to be published in the TEACHERS RECORD (The official publication of the Association) in the same issue which carries the minutes and proceedings of the Annual Convention, a record of all motions made and actions taken (whether affirmative or negative) in each meeting that was held by the Board during the Convention year. The said record need not necessarily carry detailed accounts of discussions, debates or the

exchange or remarks incident to the actions taken, but said record shall indicate clearly and definitely the actions taken (including so-called common consent actions, in all official meetings held by the Board during the Convention year.⁵

SECTION 9. The Board of Directors shall at no time delegate or surrender to any individual, group of individuals, or committees any of the duties or responsibilities that are expressly ascribed by this Constitution to be discharged by the Board of Directors itself.⁶

Article V — Membership⁷

SECTION 1. Any person who meets the North Carolina Teachers Certification requirements, who is actively engaged in professional work of an educational nature, who subscribes to the purposes and objectives of the Association, and who accepts the obligations of membership pertaining thereto, is eligible for membership in the Association.

SECTION 2. The membership of the Association shall consist of Active, Associate, Retired, and Student Members.

SECTION 3. Any person who is actively engaged in professional work and meets the qualification set forth in Section 1 may become an Active Member of the Association.

SECTION 4. Any person interested in advancing the cause of education but who is not eligible for Active Membership may become an Associate Member, but shall not have the right to vote or hold elective or appointive office. Annual dues of Associate Members shall be the same as that of Active Members.

SECTION 5. Any member who has been an active member of the Association immediately prior to retirement may become a Retired Member. Annual dues of Retired Members shall be \$2.00. A Retired Member shall have all rights and privileges of an Active Member, except the right to hold elective office in the Association or its district organizations.

SECTION 6. Any student enrolled in a teacher-education program in a college or university may become a Student Member of the Association by joining a chapter of the Student National Education Association. Annual dues of Student Members shall be \$1.00. A Student Member shall have all the rights and privileges of Associate Members.

² *Ibid.*

³ *Ibid.*

⁴ *Ibid.*

⁵ As amended by 80th and 83rd Annual Conventions.

⁶ As amended by 80th and 83rd Annual Conventions.

⁷ Sections 1-6, as amended by 83rd Annual Convention, Section 7, as amended by 73rd Annual Convention.

SECTION 7. A local unit of the North Carolina Teachers Association may be organized in any county or city administrative unit of the public schools of North Carolina, provided that two or more administrative units of less than fifty-one potential members may organize a combined local unit. Not more than one local unit may be organized in any one administrative unit of the public schools of North Carolina unless special permission is granted by the Board of Directors for such temporary organization as may be deemed necessary because of recognized local hardships. A local unit may also be organized in any boarding school or college — public or private — in North Carolina. Not more than one local unit may be organized in any one boarding school or college.

Article VI — Voting

SECTION 1. Voting in the business sessions of the Association shall be by delegate assembly, except that all general officers, members of the Board of Directors and former presidents of the Association shall have the right to vote in all business sessions. All members of the Association shall have the privilege of voting for elective officers of the Association either at the Annual Convention or in the local units as the Association may prescribe under Section 4 of this Article and shall have the privilege of participation in the business sessions of the Association subject to the rules of the delegate assembly.⁸

SECTION 2. The president shall appoint a committee on credentials. The duty of the Credentials Committee shall be to examine and approve the names of persons sent in from the respective local units as delegates. The Credentials Committee shall exercise authority in approving or disapproving names of persons submitted as delegates, subject to final action by the Association in cases of protest. The Credentials Committee shall base its approval or disapproval on such factors as: whether the person was, at the time of being named, a member of the Association; whether the list was submitted within the time limits prescribed in Article VI, Section 4 below; the validity of the person submitting the list of names; and the number of delegates to which the local unit is entitled.

SECTION 3. A local unit may delegate one or more of its members to represent the unit in the general business sessions of the Association as provided for in Section 4 below. In providing for this representation each unit shall be entitled

to one representative or delegate for each ten or major fraction of ten members belonging to the local unit, provided any administrative unit, private boarding school, or college having fewer than ten members will be privileged to have one delegate. A delegate or representative from a local unit must be in good financial standing as a member of the association before being delegated to represent his local unit.

SECTION 4. In order to exercise the privilege of being represented in the business session of the Association by representative delegates, a local unit must file with the Executive Secretary of the Association a complete roster of its local membership. There also must be filed with the Executive Secretary a statement certifying the names of the person or persons on the roster that the local unit has chosen as its official delegates. Only one person may be chosen as a delegate for each ten or major fraction of ten members on the roster except as herein provided for in Section 3. The membership roster and the statement certifying the names of the chosen delegates must be signed by the president and the secretary of the local unit. The mailing of the roster of members financial with the Association must be made to the Executive Secretary sixty days before the opening date of the Annual Convention. The certified statement of delegates must bear post mark indicating that it was mailed to the Executive Secretary at least seventy-two hours before the opening program of the Annual Convention. The Credentials Committee shall not approve representatives or delegates from a local unit if its list of certified delegates is submitted later than the time herein specified.⁹

Article VII — Membership Dues

The annual membership dues shall be an amount determined by the Association in business session at the Annual Convention. Membership dues may be paid through local unit organizations or may be sent direct to the Executive Secretary.

Article VIII — Time and Place

The time and place of the meetings of the Association in Annual Convention shall be decided upon in one of the business sessions of the Association. In case of an emergency, or in case no decision is settled upon in the business session, then the Board of Directors shall act for the Association in deciding upon the time and place of the next Annual Convention.

⁸ As amended by 70th Annual Convention.

⁹ As amended by 72nd Annual Convention.

Article IX — Elections Committee

SECTION 1. A Committee on Elections shall be established as herein described below. This Committee shall be charged with the responsibility of working out necessary and satisfactory plans for the holding of elections. The plans proposed by the Committee shall be subject to the approval of the Board of Directors. The Committee shall provide that:

(a) Each district during its annual meetings shall nominate one candidate for each elective office in the North Carolina Teachers Association becoming vacant at the end of the convention year. The names of all candidates or persons nominated through district convention for office shall be filed with the Executive Secretary by December 1.¹⁰

(b) The names of all nominees that are to appear on the final ballot be announced and publicized at a time, in a manner, and to the extent considered satisfactory by the Board of Directors.

SECTION 2. The Committee on Elections shall be composed of two persons from and elected by each of the respective districts at the time of their annual district meetings. The president of the Association, with the approval of the Board of Directors, shall also appoint additional persons to the Committee, provided that the number so appointed shall not exceed fifty per cent of the number elected by the district associations.

SECTION 3. The persons elected to serve on the Elections Committee shall serve for a period of one convention year or until their successors are elected.

SECTION 4. The president of the Association shall convene the Committee on Elections for its initial meeting. The Committee shall elect its chairman from its own membership and otherwise organize itself for carrying on its work.

SECTION 5. The Committee on Elections shall prepare a printed or otherwise written ballot for all members of the Association. The polls for voting shall be open from 10:00 A.M. to 6:00 P.M. on the day before the last day of the annual convention, unless voting in the local units is provided. All candidates shall have the privilege of being present and having representatives at the polling place and at the counting of the ballots. The ballot boxes shall be opened for counting of ballots and the ballot shall be counted at the polling place starting at 6:01 P.M. on the day before the last day of the Annual Convention and the Committee on Elections shall report

the results to the Convention at a time on the last day of the Annual Convention to be announced in open meeting on the day before the last day of such Convention.

Article X — Nominating Committee

SECTION 1. A Committee on Nominations shall be established. They shall be elected, appointed, and convened in such manner and consist of the same number as herein above prescribed for the Committee on Elections.

SECTION 2. The Committee on Nominations shall secure a copy of the candidates for office as filed with the Executive Secretary. From this list they shall select by ballot two nominees for each office in which there is a vacancy. In the event that any nominee or nominees become incapacitated or disqualified, for any reason whatsoever, the district executive committee shall have the power and full authority to substitute another person or persons to fill such vacancy, provided that the list of nominees submitted by the district conventions be exhausted before any other procedure is taken.

SECTION 3. The Committee on Nominations shall be charged with the working out of other details of plans incident to the preparation of the ballot to be used in each election. All plans worked out by the Committee on Nominations shall be subject to the approval of the Board of Directors.

Article XI — Professional Organization

The Board of Directors shall provide for organization of the Association into divisions for promotion of professional activities. These divisions may be added to or changed upon the recommendation of the Board of Directors.¹¹

Article XII — District Associations

SECTION 1. As many district associations may be set up as approved by the Board of Directors provided:¹²

- (a) That a new district shall not be created unless it has the affiliation of a minimum of 5 local units from at least 5 different counties and embraces a total membership of more than 600 persons.
- (b) That an existing district shall not continue to exist unless it has a minimum affiliation of at least 5 local units from at least 5 different counties and a total of over 600 persons.

SECTION 2. District Associations may formulate their own constitution and bylaws so long as they do not conflict with the constitution of the State Association. Each district must file a

¹⁰ As amended by 83rd Annual Convention.

¹¹ As amended by 81st Annual Convention.

¹² As amended by 81st Annual Convention.

copy of its constitution and bylaws with the Board of Directors for approval before the district shall be authorized to function as a subdivision of the State Association.

Article XIII — Quorums

Fifty per cent of the officers plus a majority of the registered delegates at the Association's Annual Convention shall constitute a quorum. For meetings of the Board of Directors, at least fifty per cent of the Board members must be present to conduct any official business. At any time when it becomes necessary to submit a matter to the vote of local unit delegates for a decision, then a majority of the registered local units at a given convention must be represented.¹³

Article XIV — Amendments

Proposed amendments to this constitution must be offered in writing to the Executive Secretary at least sixty days before the annual meeting. The Executive Secretary shall mail all such proposed amendments to each local unit secretary and publish same in the official organ of the Association.

¹³ As amended by 83rd Annual Convention.

The Board of Directors shall report all such proposed amendments, with their recommendations, to the Association not later than the day before the vote is to be taken. A proposed amendment, when approved by two-thirds of the voting members present, shall become a part of this constitution.¹⁴

Article XV — Parliamentary Procedure

The latest edition of Roberts Rules of Order shall be the guide in any other parliamentary procedure not already specifically outlined in this constitution.

¹⁴ As amended by 70th Annual Convention.

(Adopted at the 83rd Annual Convention March 19-21, 1964, Raleigh, North Carolina. Effective 6:00 P.M., March 21, 1964.)

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The National Teacher Examination

The following news release was sent to newspapers over the state by the Executive Secretary of The NCTA, Mr. E. B. Palmer, in regards to charges by the National Testing Service that Negro teachers are cheating on the examination and that more cheating could be expected.

Recently, a news release carried in the Raleigh News and Observer, a report which was announced by the State Department of Public Instruction as reported by the Educational Testing Service. This release charged that Negro teachers are cheating on the National Teacher Examination and, that it can be expected that they will cheat more. It is difficult for intelligent people of this state to understand how such rash conclusions can be arrived at when one or two isolated cases are identified. In this particular instance, the limited experience of cheating on the NTE in this state is the sole basis for concluding, that an entire group of ethnic people (the Negro teachers) are and will cheat on the National Teacher Examination.

Educators have long been searching for an objective means of evaluating the ability of a teacher to teach. Since no single instrument has yet been devised to accurately assess teacher performance, the writer fails to understand how long the legislators and citizens of this great state intend to sit by and see a discriminatory instrument like the NTE, which is not able to measure the ability of a teacher to teach, to continue in use in our state.

Whether the lay public is aware of it or not, the National Teacher Examination, as used in North Carolina, is presently serving as sort of a Merit Pay determinant. Should a teacher, after finishing four years of college, after satisfying all of that college's requirements, fail to pass the National Teacher Examination after three attempts (and even making a score of 473), that teacher will be paid the same pay as that of a Teacher Aide—\$300.00 per month or a take home pay with one dependent of \$232.92 per month. Bear in mind that a Teacher Aide can be just a high school graduate. The substitute teacher receives

the same salary and may not have even a high school certificate. The beginning teacher with an A.B. degree having passed the NTE with a score of 476, only three points above the one who failed, receives \$517.00 monthly or a take home pay with one dependent of \$388.05. This is \$128.95 per month more than the teacher two point below the minimum score. The teacher who completes requirements for a master's degree and fails the NTE receives a salary based on the Bachelor's degree while the teacher who passes it just on the head or above widens the gap in salary range that much more. Which is the better teacher? What test is to say?

The NTE does more than penalize teachers salary wise. It discourages pursuit of additional training, because every time a teacher learns more he or she has to take a test to be paid for becoming better equipped to teach. It further causes teachers to leave our state and seek employment in other states and other areas. Why should a teacher who has not passed the NTE work in North Carolina for \$232.92 per month when they can make \$400 or more in some other state which knows it cannot measure a teacher's ability to teach through any single test?

Leaders of both educational professions in North Carolina are speaking out against the present use of the NTE. "Give it to the colleges," I say, "and let it be a requirement for graduation for a teacher training program." Then after four years of successful teaching, give the teacher a license. "NO MORE TEST!" The writer predicts, that the Governor's Study Commission will make strong recommendations on the use of the National Teacher Examination in North Carolina. Likewise, is the same prediction for the United Forces for Education.

"I TOLD YOU SO"

THE EDITOR

In a recent article entitled, "Let's Keep The Teacher Exams!", published in the March 3, 1968, edition of The News and Observer — Editorial Section, Mr. James C. Wallace, Associate Professor of Social Studies at North Carolina State University, presented a lengthy argument for the present use of The National Teachers Examination as North Carolina uses it. Below are some brief excerpts from his article.

NEGRO SCHOOLS

The history of the Negro schools is a sad one. When it was originally decided Negroes should have an education at all, the question of who should teach Negro students immediately arose. The answer, of course, was that Negroes should teach Negroes, and thus it was that Negro colleges were recognized as sources of certifiable graduates.

The system was conceived in hypocrisy, it has been maintained in hypocrisy, and "everyone knows" that this is true. No one, in educational circles or out, would for a moment assert that the quality of education at the Negro schools even remotely approximates that available at many of the white schools.

As long as Negroes were teaching Negroes, however, it was permissible to claim that the schools were "separate but equal." In fact, since a degree was a degree, whether it was from Duke or Fayetteville State, the Negro teachers managed to obtain a higher percentage of Masters degrees than the whites. Thus their average pay has been higher, and the system has been "separate but more equal," as it were.

But these times have now changed. Integration has siphoned off the top Negro students who wish to make it, if they can, in the better schools. At the same time, the NTE has come along and revealed "what everyone knew." The result is that less qualified students cannot be brought in to replace those who were lost, because they would not be able to pass the test.

Needless to say, the whole story is a tragic one.

Here is a case in which the Negro took the white man exactly at his word. He went through the prescribed routine, he was anointed by his

superiors and called equal, and he took his place proudly in his community as a member of the only professional group to be found there. And for generations it has been this way. The white man called the tune and pronounced it good. And now it is ended.

Quite suddenly, the awful truth is finally out. While "everyone" knew it all the time, no one felt compelled to do anything about it until recently; contemporaneously, alas, with the emergence of the prospect of Negroes teaching whites. This circumstances has caused many minds to suspect there is more than mere coincidence here.

CHILDREN'S LOT

But if these are the tragic figures, consider the children who sit at the feet of some 12,000 Negro teachers who have already been certified. Consider the more than 250,000 students who are doing their learning in segregated situations, who are being taught by teachers probable less competent than the current Negro graduates. If the plight of the teacher candidates is great, the plight of a whole generation of Negro children is far greater, for their future is being destroyed in daily installments.

OPPOSITION TO NTE

It is easy to understand the opposition to the NTE by the Negro colleges and the North Carolina Teachers Association. Their situation is desperate, and continued poor performances might extinguish entirely the teacher training function of the Negro colleges.

It is less easy to understand the attitude of the white group, the North Carolina Education Association. At a time when one would think that the NCEA would be making every effort to demonstrate professional competence in order to support its forthcoming demand for a healthy salary increase, it seems, instead, to be backing away from the only objective evidence of professionalism yet to be placed in the certification program.

SOME SUGGESTIONS

Why not reward those young teachers, who have been certified after passing the NTE, with a premium — some substantial amount above their regular salary?

But, you say, what about those faithful laborers in the vineyard who were certified in the pre-NTE days? Many of them know far more than these "young whippersnappers" who are getting out of college. Shouldn't they get some of the premium money?

And the answer is yes, of course. Let us simply waive the Common Examinations for these teachers and pay them the premium if they elect to come in and pass the Teaching Area Examination, with each person taking the examination in the subject he feels most qualified to teach. All of this would be voluntary, of course, and all of it within the context of recognizing in a thoroughly objective manner, the very considerable competence of most of our teachers. Such a process, in the course of time, would serve to establish a kind of professional flooring on which

our teaching establishment could stand. It would regard the truly competent, at least so far as subject matter goes, and it would reassure a concerned populace. Most important of all, it would strengthen the teachers for the long pull. Without such strength, firmly grounded in public confidence, our public school system, beset as it is by so many difficult problems, faces a very dim future.

At last, what the leaders of the NCTA have been trying to tell the membership all these years about "Good Faith" and the concept of professional inequality with which the Negro educator is viewed by another ethical group, has been clearly stated by a member of that group. "I TOLD YOU SO!"

Our work is plainly laid out for us. Let us get on with the task.

NEW STAFF MEMBERS



ASSISTANT EDITOR

Mrs. Dolores D. Jones joined the office staff of NCTA Headquarters in November, 1967 as Assistant Bookkeeper. Her abilities to assume added responsibilities was soon recognized and as a result was given the position of editing and preparing copy for our official organ, the **N. C. Teachers Record**, thus, the added title, Assistant Editor.

Mrs. Jones is a graduate of Apex Consolidated High School, Apex, N. C. and attended the W. W. Holding Technical Institute to pursue a course in Business Education. She is presently attending Hardbarger's Business College during night sessions.



SECRETARY-STENOGRAPHER

Mrs. Gloria Jean Hawkins, a native of Raleigh, is a 1963 graduate of Ligon High School, Raleigh, North Carolina.

She is an honor graduate of Raleigh Business College, where she received awards for her shorthand and typing abilities.

She was previously employed by Schieffelin and Company of Apex, N. C. as a Clerk-Typist for a period of three years.

Mrs. Hawkins assumed the position of Secretary-Stenographer at NCTA Headquarters in September, 1967.

Appalachian Exploratory Conference

Thirty-five conferees from Kentucky, North Carolina, Tennessee, Virginia, and West Virginia participated in an Exploratory Conference on the Educational Problems of Appalachia, sponsored by the National Education Association's PR&R Committee on Civil and Human Rights of Educators in Washington, D. C. November 13-14.

Participants identified major problems in providing equal educational opportunity in the region and discussed the feasibility of holding a more inclusive regional conference next year. Representatives of state educational associations, local associations, community action agencies, regional organizations concerned with educational problems, colleges and universities, and Student NEA groups in the region were among those attending the meeting.

In the opening session, Dr. Richard B. Kennan, Executive Secretary of the NEA Commission on Professional Rights and Responsibilities, challenged the group to examine the problems of the remaining 1,400 one-room schools in the Appalachian area. He noted that "The problems of Appalachia are not limited to the schools. But the schools are a basic force in determining what is going to be done to solve the problems of Appalachia in the months and years ahead. Handicapped as many of the schools are in the rural and mountain areas, they may be again the centers for study and planning and programming and development that can turn this great area from an underprivileged one to A land of pleasant living."

One of the highlights of the conference was a panel discussion featuring teachers, a superintendent, and a local association president from the region, who discussed the specific problems of the isolated classroom in Appalachia. Particularly informative was Mrs. Christine Pendleton's description of her experiences as a teacher in her one-room schoolhouse in Hancock County, Tennessee, where she has a class of 31 children in eight grades. Because of the scarcity of substitutes, school had to be closed so that Mrs. Pendleton could attend the conference.

Participants concluded that a broadly representative national conference should be held in central Appalachia to provide opportunities for a more thorough exploration into the educational problems and felt that such a conference could be a significant step toward solving some of the problems of the region.

Working with the suggestions of the conferees, the staff of the Committee on Civil and Human Rights of Educators is currently developing plans for the regional conference.

NCTA Credit Union Banquet

The first NCTA Credit Union benefit banquet was held 7:30 p.m., Friday, January 19, 1968 at the Jack Tar Hotel, Durham, N. C. Roughly 100 persons attended the gala affair ranging from Gastonia of the west to Washington of the east. The event was styled a \$50.00-a-plate affair with proceeds being added to the member's shares. A swinging cabaret styled dance capped activities at 9:30 p.m. with music by the Pastels.

Contributing co-sponsors for the banquet were Mechanics and Farmers Bank of Durham and the Orange County Unit NCTA. In a similar capacity for the dance were the Durham Unit-NCTA and Durham Unit-NCACT.

Program participants for the banquet were Mrs. Nancy Rowland, J. M. Schooler, J. H. Lucas, John Gattis, Mrs. Constance Allen, Mrs. Lillie Kelly, all of Durham; Thebaud Jeffers of Gastonia; Dr. Rudolph Jones of Fayetteville; Mrs. Mae Sue Henry of Greensboro; Mrs. Mabel H. Davis of Louisburg; Mary E. Venable of Oxford, the toastmistress and Fred D. McNeill, Jr., Treasurer-Manager.

Highlights of the banquet were the indescribable music rendered by John Gattis, organist; solos by Mrs. Lillie Kelly accompanied by Mrs. Constance Allen, the very inspirational message delivered by John H. Lucas, the much needed support pledged by Dr. Jones as president of NCTA and Mrs. Mae Sue Henry as president of NCACT and the awarding of several plaques and \$1,000.00 perma-glazed certificates by Fred D. McNeill.

Distinguished Service Awards were given to Sanford E. Williams, Henderson; W. R. Collins, Durham; Thebaud Jeffers, Gastonia; John H. Lucas, Durham; Dr. Rudolph Jones, Fayetteville; Mrs. Annie Mae Alston, Warrenton; Mrs. Nora E. Lockhart, Raleigh and Mrs. Willie M. Winfield of Roper. Receiving \$1,000.00 perma-glazed certificates were Mrs. Annie M. Alson, McCarroll Alson, Warrenton; C. T. and J. C. Duncan, Salisbury; Mrs. Emma H. Crawford, Monroe; Mrs. Louise Lassiter, Rocky Mount; Charles E. Branford, Wilson; Mrs. Alethia Dungee, Henderson; Dr. Victor J. Tulane, Salisbury; Isaac C. and Evelyn A. Hunt, Yanceyville; Marjorie G. Kelley, Durham; John Russell, High Point; Alfred Perry and Mrs. Nora E. Lockhart of Raleigh.

Many of the conferees left the banquet determined to receive one of the beautiful plaques next time. Next year's event is scheduled for January 24, 1969, Sheraton-Sir Walter Hotel, Raleigh, N. C.



Some of the 101 Members Attending NCTA Credit Union Banquet



The Keynoter — Mr. John H. Lucas



Program Participants — Left to right: J. M. Schooler, President, Durham Unit NCTA; Mrs. Nancy Rowland, President, Durham Unit NCACT; Thebaud Jeffers, Gastonia, President, NCTA Credit Union; Mary E. Venable, Oxford, Toastmistress; Dr. Rudolph Jones, Fayetteville, President, NCTA; Mrs. Mae Sue Henry, Greensboro, President, N. C. Association of Classroom Teachers; Fred D. McNeill, Treasurer-Manager, NCTA Credit Union; Mrs. Mabel H. Davis, Franklin County Schools and John H. Lucas of Durham.



Musicians — Pianist—Mrs. Constance Allen; Soloist—Mrs. Lillie J. Kelly and Organist—John H. Gattis.



The Big Confab — Wonder what Mae Sue has just said to Mrs. Della Perry, Bookkeeper, NCTA; E. B. Palmer, Executive Secretary-Editor, NCTA and Mrs. Edna Richard, Executive Secretary, Classroom Teachers, NCTA.

Class 'Vacation' Becomes Unique School Experiment

A week's "vacation" from American history turned into a unique tutoring experience for a class of 12th graders at Montclair High School, according to a project described in the current issue of the NJEA REVIEW, the monthly journal of the New Jersey Education Assn.

The "vacation" consisted of daily trips to teach "the causes of World War II" to a third grade in a nearby elementary school.

"Little did they know how much they would get involved and how little of a vacation it would be," writes Alice Bubriski, the history teacher who conducted the project.

The high school seniors began their experiment by writing

down the things they wanted to teach the young children. They visited the third-grade class, were assigned a pupil to tutor, and in a "get-acquainted period" helped the children with their general school work to establish rapport.

"We found that the interest span of our third graders was about 20 minutes," Miss Bubriski reports. "This worked well with the schedule of the high school students. With a 44-minute history period, it was possible to walk to the elementary school, teach, walk back, and not interfere with the rest of their school day."

Then came the week of tutoring. For five class periods, the seniors "really worked at teaching," says Miss Bubriski.

"The third graders were delighted to see us come and, at the end of 20 minutes when their interest began to sag, delighted to see us go."

Later in the term, the seniors invited the third graders to the high school. The teenagers greeted them "like clucking mother hens," says Miss Bubriski. Each pupil recited what his tutor had taught him about the causes of World War II, to the applause of the seniors and especially of the teenage tutor.

The seniors all "achieved a measure of success" in their tutoring, Miss Bubriski thinks, but few if any have been attracted to teaching careers. The seniors agree: "You've got to work too hard."



EVERETTE MILLER
Associate State Superintendent

a candidate with experience

for STATE SUPERINTENDENT . . .

In announcing my interest in the Office of State Superintendent of Public Instruction I offer to the people of North Carolina my sincere belief in public education, my respect for its achievements, and my enthusiastic faith in its future as reflected in my years of experience as Associate State Superintendent. During these years I have had opportunity to study State School Administration in this and other states, to become acquainted with the many agencies and people involved in State, Federal and local school administration, and to become informed about the many State and Federal laws governing and affecting educational policies and procedures. These and similar opportunities have permitted me to become acquainted with the duties and the potentialities for leadership residing in the Office of State Superintendent.

In the weeks ahead I shall discuss the issues, opportunities, and decisions confronting our schools and our citizens. Current conversation with school and community leaders throughout the State indicates the need:

- (1) to bring salaries to the national average and to establish an appropriate salary ratio index for professional positions
- (2) to reduce the pupil-teacher ratio
- (3) to employ principals, supervisors, and some teachers on a year-round basis to plan and to administer year-round school programs
- (4) to extend opportunities in pre-school education, special education, vocational education, and vocational rehabilitation, and
- (5) to encourage research and experimentation in organizing schools for better teaching.

Having been privileged to serve the State in a period of dramatic change and promise in educational history, I cherish and solicit the opportunity to work with all the people of the State in designing the educational improvements which shall be appropriate for the decades ahead.

Paid Political Advertisement

Hammocks Attractions



Road to FHA Summer Camp



"Gertrude Hurst Hall"
The Main Assembly Building



One of the two six-room motel units presently
at the Hammocks.



Cook-out facilities and picnic tables located
throughout the beach and mainland.

UPWARD THE HAMMOCKS

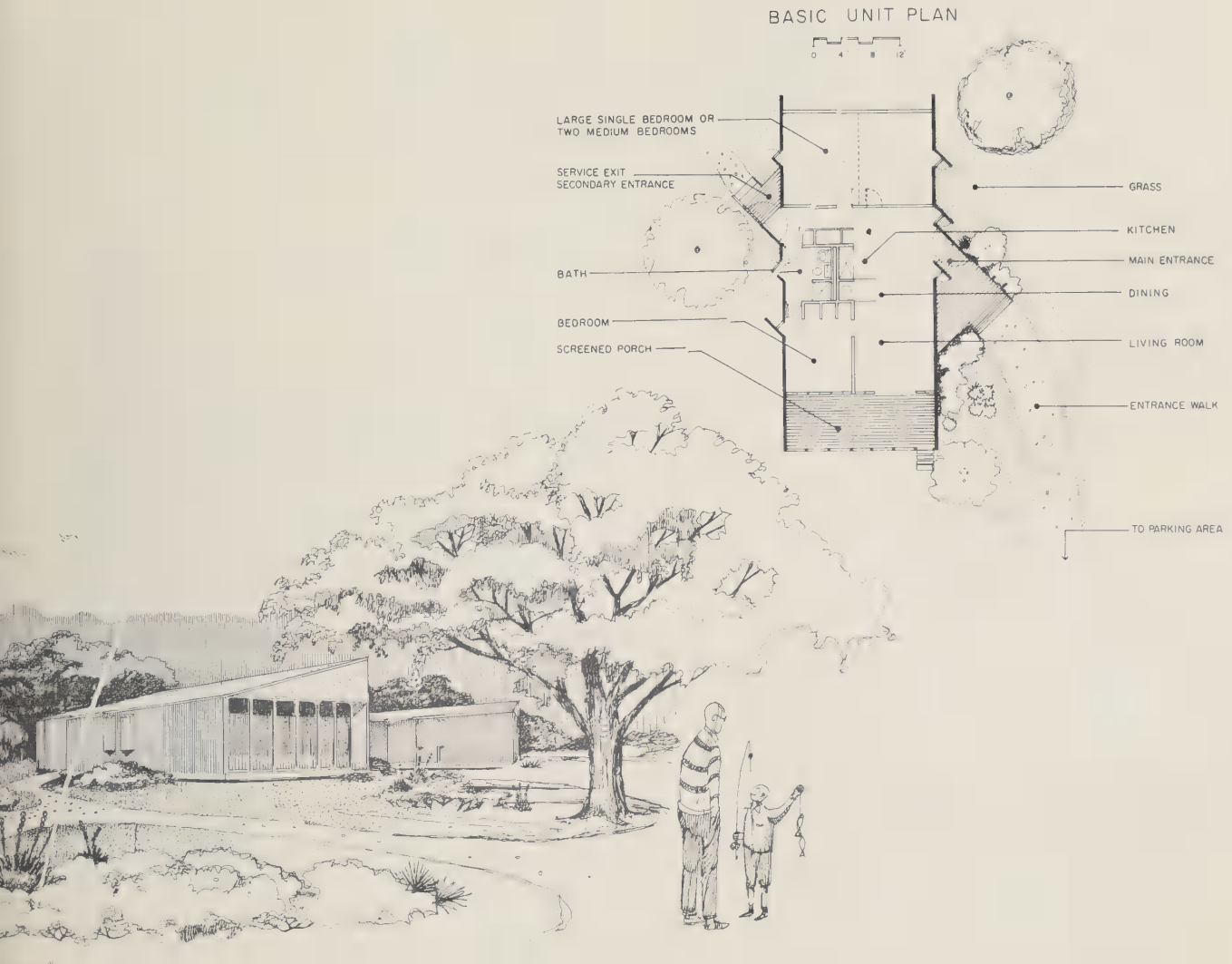


VIEW OF UNIT CLUSTER



The designers have considered flexibility, multiple-use, economy of construction and the site to create a unique housing system for the Hammocks. The system consists of a basic plan and structural system from which many variations can be evolved. The individuals and groups who shall use these units will vary in number, age, and purpose for visiting the Hammocks. It was felt that varied designs were needed for this reason, yet it would have been economically impractical to have completely different structural systems.

The plan variations shown above are based on a "core Unite" — the Kitchenette and Bath — and a similar structural system. The various unit designs allow for use by either groups, couples or families without the necessity for specific unit types for each anticipated use. In other words, the units have a built-in flexibility to accommodate a couple with children as well as a group of educators, yet there is a range of unit sizes just as there would be a variation in the size of the families or groups coming to the Hammocks.



Each unit contains a compact kitchen unit with sink, burner top, oven and refrigerator occupying a space of only two feet by five feet. The bathroom contains a shower, water closet and lavatory. The plumbing for the bathroom backs-up to the plumbing for the kitchen sink, making an economical plumbing system.

Heat will be electric baseboard with a thermostat in each room to eliminate maintenance, allow for heating only those rooms in use and give maximum flexibility of adjustment, room-by-room.

Wiring will be run to removable panels located in the units for future air conditioning units. It is felt that air conditioning can be added in this manner to the units after they are complete and in use. It is one of the few items that can be added easily later in relatively small cost increments.

These units you see here are designed specifically for the Hammocks. They shall contain native rough-sawn cypress exterior siding and blend with the naturalistic site. They will become a symbol of achievement and offer years of service as a signal achievement.

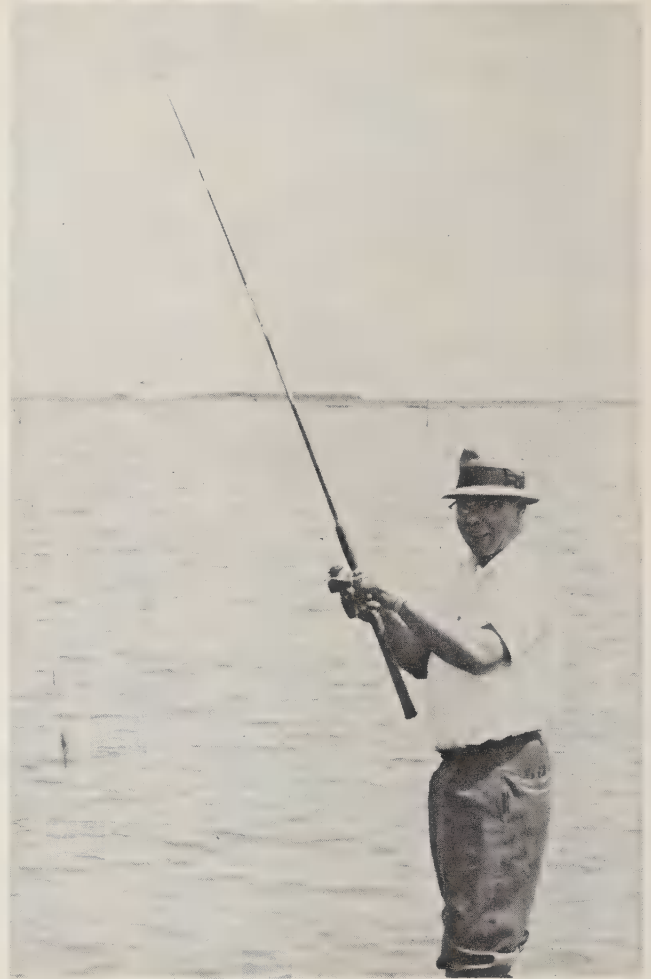
TEACHERS — Have You Seen The Hammocks?

ANNUAL PILGRIMAGE
TO HAMMOCKS BEACH
SATURDAY, MAY 18, 1968

A DAY OF FUN AND
RELAXATION FOR THE
ENTIRE FAMILY.

CAR LOADS, BUS LOADS
COME SEE THIS
BEAUTIFUL BEACH.

DON'T FORGET —
SATURDAY, MAY 18,
“WILL WE SEE YOU THERE?”



“I HAVE A BITE”

Surf fishing, only one of the enjoyments at the Hammocks.



Ferry transportation to Beach Island (State Park).



What's he looking for? Sea shells maybe, there are plenty on the beach.

Special NEA Tour

In 1960, W. R. Collins and his wife sponsored a tour to Los Angeles, covering the NEA Convention, to which side tours were arranged. Thirty-eight (38) persons made the tour via Greyhound Bus. The passengers included NEA delegates, NEA Life-Members and other interested individuals.

In like manner, similar tours were conducted in 1960 Los Angeles — in 1961 Atlantic City — in 1962 Denver — in 1963 Detroit — in 1964 Seattle — in 1965 New York — in 1966 Miami — in 1967 Minneapolis, and in 1968 the tour will be to Dallas. At the rate of thirty-eight (38) persons per tour, at the conclusion of the 1968 tour, the equivalent of 342 persons will have been represented on the nine tours. Each of which has been extended into a short vacation for the participants.

The tour this year is scheduled for Dallas, and includes the following: Leave Raleigh, via Durham and Atlanta, on June 26; lunch in Greenville, S. C., Overnight in Atlanta, at the Americana Hotel . . . Lunch and campus view at Tuskegee Institute June 27 . . . Overnight at the Midtown Holiday Inn, Mobile, Alabama, June 28 tour of Bellinrath Gardens . . . Arrive in New Orleans June 28 to spend two nights at the Jung Hotel, and arrive in Dallas, June 30 for six nights and the NEA Convention, Sheraton Dallas Hotel. Leave Dallas on July 6 for Memphis, overnight at Sheraton Peabody Hotel . . . On to Cherokee to witness a showing of Unto These Hills, then to Asheville for July 7-8. . . . To return home on July 9 between 4:00 p.m. and 4:30 p.m.

Some seats are still available. Any person or persons interested should contact W. R. Collins, 304 Formosa Avenue, Dur-



The Day the Red Owl Came

How the use of a simple incentive fired pupils' ambition and performance—digest of a teaching aid from the Texas Outlook, reported by its initiator, Ollie O. Barrier, Jr. of the Odem Elementary School.

My colleagues' reaction to our Red Owl went from "May I use the idea in my classroom" to "I never give rewards for work that should be a matter of routine."



My pupils were capable of being more neat in their written work but lacked the incentive. The usual reprimands, notations on papers, even penalizing with lower marks were of little avail.



I began to search for a suitable incentive. An owl is school's mascot. I drew a small red owl in corner of a student's paper of exceptional accuracy and neatness.



I explained the reasons for awarding this symbol. They all wanted "to get a Red Owl." Thus, a project was born.



The students discussed the standards to be met and devised 10 rules, more difficult than I would have set: Grades must be 100; no grammatical and no punctuation errors; no misspelled words; no marked-out words or erasures; neat handwriting, legible as possible; all teacher's instructions followed; paper not crumpled or torn from notebooks; proper heading on each page.



I emphasized that getting a Red Owl did not affect academic standing. However, grades were affected immediately. First side effect was a Red Owl Club, membership by receiving Owl. Competition for this award stimulated study. By year's end, 14 out of 32 students belonged to Club.



For a truly delightful little lift after-hours, enjoy the delicious, lively flavor of Wrigley's Spearmint Gum. The bit of sweet satisfies, but is never rich or filling.

ham, N. C. for specific information concerning cost and other details.

Each year we have a representative group of retired NEA members, other retired persons and regular teachers. All of whom have expressed great en-

joyment on the tours. This year should be no exception to this general rule. Therefore, I urge you to make arrangements immediately to join with us this year for some unusual experiences.

—W. R. COLLINS

Letters To The Editor

United States Senate
Committee on Public Works
Washington, D. C. 20510
March 5, 1968

Mr. E. B. Palmer
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina
Dear Mr. Palmer:

Thank you for your telegram of March 4, on behalf of the members of the North Carolina Teachers Association, endorsing the civil rights bill now before the Senate.

I appreciate having the benefit of the views of your fine organization, and I fully respect the conviction underlying them even though they do not fully conform to my own.

I do not quarrel with the civil rights bill's announced objective of protecting individuals against force and intimidation in the legitimate exercise of their civil rights. I likewise favor firm and appropriate action against anyone who goes beyond the bounds of legitimate protest in demonstrating against legal authority, whether it be in the cause of civil rights or for other purposes. However, I do object to limitation of this protection to minority groups on the grounds that this would be a practice of discrimination rather than elimination of it. As you probably know, Senator Sam J. Ervin, Jr. proposed a substitute measure, which I fully endorsed, which would have the effect of providing that protection to all persons, regardless of race, creed or national origin. In my opinion, the bill in its present form is a poorly-balanced and discriminatory piece of legislation, and I am strongly opposed to it.

With regard to the open-housing bill, while I believe in equality of opportunity, I do not believe that it can be achieved by stripping rights from one group in order to bestow them on another. I have some very strong reservations about this measure, and think it may well create many more problems than it solves.

Again with many thanks, and with all best regards.

Sincerely,
B. Everett Jordan, USS

Dear Mr. Palmer:

A few days ago I read a statement in the "News and Observer," Raleigh, North Carolina, which strongly indicated you are opposed to the National Teachers Examination, especially as a measuring device to differentiate between good and poor teachers. You expressed my belief. From the beginning, I have been fully convinced that it was an unjust and untrue measuring tool.

I have studied administration and supervision in more than one of our leading teachers colleges. I have been a teacher and principal in North Carolina's public schools for at least 35 years. Also, I have taught in one of our State Colleges. In addition to this, I have observed and supervised beginning and experienced teachers for about 30 years. My training and experience have caused me to be a most firm and immovable believer that no type of subjective or objective test alone can be depended upon to differentiate between a good or poor teacher.

I further believe that the National Teacher Examination can measure impartially subject matter knowledge, general knowledge, and probably general culture. A teacher may be well prepared in subject matter, equally prepared in general knowledge, and exhibit a fair degree of general culture, and still not measure up as a good teacher. A good teacher is one who can properly impart subject matter, general knowledge, love and understanding, and exhibit culture to his or her pupils. There is no true and fair way for the National Teacher Examination to do this.

I think I can document most of my statements if necessary.

Sincerely,
J. A. CAMPBELL, Principal
Ralph J. Bunch Elementary School
Weldon, North Carolina.

Mr. Palmer:

CONGRATULATION!
CONGRATULATION!
CONGRATULATION!

I have just finished reading your article in "The News and Observer."

Burlington City Schools

Dear Mr. Palmer:

Your article in a recent edition of the Raleigh News and Observer concerning the use (or should I say misuse) of the National Teachers Examination in North Carolina really brought matters into the proper perspective.

I'm sure that the decisive steps being taken by our association through your efforts, will prove that it was never intended to be an evaluative instrument for measuring teacher competency.

Congratulations to you for a well-stated article! You are doing a very commendable job.

Sincerely,
Ruth B. Jones
Vice-President, NCTA
* * *

E. B. Palmer, Executive Secretary:

WE HONOR YOU AS A DYNAMO; A CHAMPION OF TEACHERS, WE ARE RIGHT WITH YOU.

Beaufort County Teachers Association
* * *

Dear Mr. Palmer:

Congratulations! Without a doubt, the January 1968 issue of the North Carolina Teachers Record ranks at the top. However, let me hasten to add, there have been many excellent prior issues.

Kudos to you for covering the gamut of topics so vital to our membership at this period in our organization.

With this issue every member is now an informed member.

Many thanks again for going beyond the call of duty with this Record.

Respectfully yours,
Mary E. Venable, President-Elect
NCACT-NCTA
* * *

Sir:

Your encouraging words of support to us in our continuing struggle for quality education have meant a great deal in these trying days.

We appreciate your support in thought and word.

Sincerely,
Lee County Teachers Association
Ft. Myers, Florida
* * *

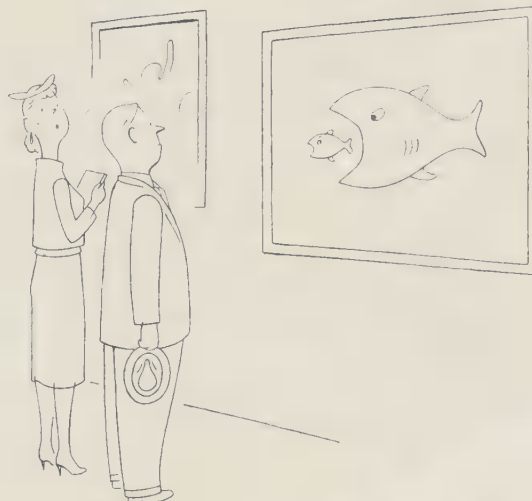
Dear Mr. Palmer:

I read with extreme interest, your report on the dislocation of Negro Principals, Supervisors, and Teachers in North Carolina, titled "OUTERGRATION." May I take this opportunity to commend and thank you for this masterpiece. No better or timely title could be given to the movement now in full swing to eliminate the Negro from a policy making position, and even more dangerous, a chance to make a decent living, for most teachers are tied up with bills for new homes and new cars at this time.

This is the very thing that you and I discussed at length when I saw you at the Hammocks where I worked part of last summer. The point has been reached that, there is no longer a sense of security in the teaching profession. I wonder where this thing will really taper-off, so that there can be a sense of security in the profession from year to year? It is pathetic to see how complacent Negro parents are, and the whole Negro Community has become, as it sits idly by and "Fiddles While Rome Burns." They have not come to realize that when you completely disband all Negro schools, and have only the Church left, that you have lost all means of leadership in a community.

Very truly yours,
Charles D. Wooten
* * *

UNMISTAKABLY HILTON



"It's called Merger."

Look-29-63

Help your students pick the job they want.

Radar and Microwave Maintenance
Data Processing Equipment Maintenance
Infantry-Armor
Combat Engineering
Field Cannon and Rocket Artillery
Field Artillery Missiles
Combat Surveillance and
Target Acquisition
Ballistic Missile Electronic Maintenance
Fire Distribution Systems Repair
Combat Missile Electronic Maintenance
Field Communications Equipment
Maintenance
Fixed Plant Communications Equipment
Maintenance
Intercept Equipment Maintenance
Electrical/Electronic Devices
Maintenance
Wire Maintenance

Precision Devices
Prosthetic Appliances
Textile and Leather Repair
Metalworking
Armament Maintenance
Missile Mechanical Maintenance
Construction and Utilities
Power Production and Distribution
Industrial Gas Production
Chemical
Ammunition
General Duty
Marine Operations
Engineer Heavy Equipment Operation
and Maintenance
Automotive Maintenance
Motor Transport
Railway Maintenance
Railway Operations
Aircraft Maintenance
Aircraft Components Repair
Administration
Communications Center Operations

Finance
Data Processing
Supply
Drafting/Cartography
Surveying
Printing
Pictorial
Medical Care and Treatment
Laboratory Procedures
Technical Equipment Operation
Food Service
Law Enforcement
General Intelligence
Special Intelligence
Signal Intelligence
Special Assignment
Recruiter and Career Counselor
Drill Instructor
Bandsman
Radio Code

And we'll teach it to them.

There are more than 300 job training courses available to high school graduates in the Army's enlistment program. If a graduate qualifies, his selection will be guaranteed *before he enlists*.

Just in case you didn't know it, Army training programs are rated among the best. In or out of the service.

In a report published recently by a leading American university, the Armed Forces were credited with providing one of the most comprehensive and advanced educational programs in the world.

Job training in the Army could be the start your students have been looking for. There's no better way to become highly skilled. No better way to fulfill their military obligation. **ARMY**

Army Opportunities
Dept. 200
Hampton, Va. 23369

NCTR 5-68

Please send me your free 40-page booklet.
I'm sure many of our students will want to learn
all about your free job training offer.

Name _____
Title _____
School _____
Address _____
City _____
State _____ Zip Code _____

Scholarships Available For Undergraduates

Alpha Phi Alpha Fraternity, Inc.

Approximately seven awards will be made to high school graduating seniors, both men and women. All other awards are limited to members of the fraternity. Non-Negro students may apply and qualify, but almost all of these awards in the past have gone to Negro students. The principal selection criterias are: financial need, promise for community service and scholastic achievement. The number and the amounts of the awards vary from year to year. Applications for the fall semester must be filed by May 1st. For further information write to Dr. Oscar W. Ritchie, Kent University, Kent, Ohio.

Catholic Scholarships for Negroes, Inc.

This program is not restricted to Catholics. Non-Catholics have been given scholarships. The number of scholarships in any one year depends on the donations received in that year. Applications are received up to the end of January of the year students intend to enter college.

The Cooperative Program for Educational Opportunity

The Cooperative Program seeks to assist students of every race, religion and background, who, for various reasons, have limited their own educational horizons. The major part of the program thus far has focused on Negro students. It is a referral agency, sponsored by the institutions listed, and seeks to encourage students with proven ability and motivation to submit applications to one or more of these colleges or to the College Admission Center, Evanston, Illinois. The program offers guidance and advice from the college viewpoint in addition to that received from the high school guidance counselor. These colleges, while their admissions standards are high, are not beyond the reach of many talented and successful students who make the error of counting themselves out without giving it a try. **Financial Need** should never be a barrier to application. At some of these colleges one-third or more of the student body receives financial aid each year; assistance is available at all in the form of gift scholarships, loans and jobs. At some colleges the policy is that every student admitted who needs financial aid receives the necessary amount. For students who prefer to seek opportunities outside the fifteen colleges, the Cooperative Program will, through its liaison with the College Admissions Center, expose academic and personal records to

many more colleges in all parts of the nation. **Time is an important factor** and students can have their application on file as early as their junior year.

*This listing should be used in conjunction with "A Selected List of Major Fellowship Opportunities and Aids to Advanced Education"—also available from the Education Program of the Ford Foundation.

Application questionnaires can be obtained from:

The Cooperative Program for Educational Opportunity

17 Hillhouse Avenue

New Haven, Connecticut 06520

College Participating:

THE IVY GROUP

Brown, Providence, R. I.

Columbia, New York City

Cornell, Ithaca, N. Y.

Dartmouth, Hanover, N. H.

Harvard, Cambridge, Mass.

Princeton, N. J.

University of Pennsylvania, Philadelphia, Pa.

Yale, New Haven, Conn.

THE SEVEN COLLEGE CONFERENCE

Barnard, New York City

Bryn Mawr, Bryn Mawr, Pa.

Mount Holyoke, South Hadley, Mass.

Radcliffe, Cambridge, Mass.

Smith, Northampton, Mass.

Vassar, Poughkeepsie, N. Y.

Wellesley, Wellesley, Mass.

The Eleanor Roosevelt Scholarship Program

This is a program of the CORE Scholarship, Education and Defense Fund, Inc. Students of all races are eligible for scholarships, but preference is given to students who have been actively involved in the civil rights movement. The scholarships are awarded to students who have been admitted to an accredited college, and covers tui-

tion and/or living expenses, depending on need. The maximum amount for one academic year is \$1,500, although in exceptional cases, a supplementary grant of up to \$500 may be made. Grants may be renewed for subsequent years upon application, but no guarantee can be made. Application forms can be obtained from CORE SEDF, 150 Nassau Street, Room 1312, New York, N. Y., 10038, and must be filed by May 1st for the fall semester and by November 1st for the spring semester.

Howard University, Washington 1, D. C.

A program for foreign service careers (See Graduate Fellowships). Funds from the Field Foundation and Carnegie Corporation will support the undergraduate phase of the program.

National Achievement Scholarship Program for Outstanding Negro Students

This new program, conducted under a \$7 million grant from the Ford Foundation seeks to identify honor and encourage superior academic attainment. In 1964-65 the program's first year, 200 students won four-year scholarships worth \$1,000 each, which increased according to need to as much as \$6,000. Another 400 finalists will find their chances for college greatly enhanced by their high standing in this competition. **Apply through your High School Principal or Guidance Counselor** to the National Achievement Scholarship Program, 990 Grove Street, Evanston, Illinois, 60201.

National Scholarship Service and Fund for Negro Students

The primary purpose of the NSSFNS is to offer college advisory services to students **through their schools and their guidance counselors**. It helps academically qualified girls and boys to obtain admission and scholarship assistance at interracial institutions of their choice. NSSFNS has, however, also established a Supplementary Scholarship Fund. This Fund is designed to provide supplementary financial assistance to Negro high school seniors who are awarded college or other scholarships, but who are unable to take advantage of these awards without additional financial assistance. Supplementary scholarships are awarded up to \$600 per student per year in accordance with need and scholastic achievement and are renewable for the sophomore and junior years. Inquiries should be addressed to the National Scholarships Service and Fund for Negro Students, 6 East 82nd Street, New York, N. Y., preferably in the spring of the junior year but no later than the early fall of the senior year in high school.

Polytechnic Institute of Brooklyn, Brooklyn, N. Y.

The Institute commenced during the school

year, 1964-65 an experimental program for Negro students who wished to graduate in electrical engineering. They were especially interested in enrolling students from southern Negro high schools and offered remedial summer courses before enrollment in the regular Institute course. Three students were accepted for the 1964-65 academic year and for those students all costs of tuition and maintenance were covered. The program was mostly supported by financial aid from industry and expansion of the program depended on expansion of such financial support. Inquiries should be addressed **through your guidance counselor or school principal to the Institute. Rockefeller Foundation Scholarship Aid for Negro Students**

Roosevelt University

Funds from the Edward A. Filene Good Will Fund for a number of four-year scholarships will provide \$1,500 a year for Negro and American Indian students wishing to study in the College of Business Administration. Further information from Roosevelt University, 430 South Michigan Avenue, Chicago, Illinois.

Texas Southern University—School of Business, Houston, Texas

Fifteen four-year scholarships will be available, through a grant from the Ford Foundation, for a five-year period, to School of Business students. The criteria of selection will include scores in the examinations of the American College Testing Program and the College Entrance Board, and a recommendation from the high school principal or guidance counselor. **All applications should be made through your guidance counselor.**

United Negro College Fund

This is a voluntary, non-profit organization of private colleges which are attended primarily by Negroes. Each of the participating colleges is fully accredited by the Southern Association of Colleges and Schools as well as by other accrediting agencies. A publication is available from the UNCF entitled "Information for Applicants to Colleges in the United Negro College Fund;" it provides basic information on the colleges and also information on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board. Most of the UNCF colleges will be using the SAT scores as a basis for admissions and/or scholarships. Approximately one-half million dollars in scholarship aid is available at these colleges. Write to United Negro College Fund, 22 East 54th Street, New York, N. Y.

Additional Note:

Apart from the institutions already mentioned, a number of colleges have now committed themselves specifically to admission and scholarship programs for the most needy. Among these are the University of Michigan, Wayne State, Michigan State, University of California at Los Angeles, and Wisconsin University.

*Undergraduate—Regional Programs

City College, New York

Residents of New York City

City College plans to admit students from low-income families, who may not have the grades ordinarily required for admission, but who show strong "motivation, leadership, and creativity." Financial, tutorial and other assistance will be available to enable these "special matriculants" to succeed in college. Further information can be obtained from City College **through your guidance counselor or high school principal.**

Inland Steel-Ryerson Foundation, Inc.

Residents of Chicago

This foundation is working in the Chicago area to interest industry in programs of Roosevelt University and the University of Chicago Graduate School of Business. Through these programs companies would award scholarships to capable Negroes and provide summer employment to acquaint students with the corporate environment. For further information write to the Inland Steel-Ryerson Foundation, 30 West Monroe Street, Chicago, Illinois.

Interracial Scholarships Committee of Greater Hartford

Residents of Hartford

\$8,300 was available in 1964 for scholarships for local Negroes and other minority group pupils. \$7,500 was available in 1965. For further information contact the Hartford Foundation for Public Giving, 621 Farmington Avenue, Hartford, Connecticut.

Kansas City Special Scholarship Program

Residents of Kansas City, Mo.

This program is administered by the Public School District of Kansas City, Missouri, from whom further information can be obtained. Its main concern is with high school graduates who indicate some potential for college, but who are confronted with severe economic and social obstacles. A large percentage of the students taking part in the program are Negroes.

Northeastern University

Residents of the Greater Boston Area

A program supported in part by a grant from the Fund for the Advancement of Education, an affiliate of the Ford Foundation. Scholarships are available for Negroes from the Greater Boston area who can qualify to enter the University's

cooperative work-study program and pilot study in the use of College of Education undergraduates as aides in high school remedial reading courses. Further information from Northeastern University, Boston, Massachusetts.

Rockefeller Foundation Scholarship Aid for Disadvantaged Students

Graduates of Southern High Schools

Scholarship aid for graduates of southern high schools is available at the following universities. This is not exclusively a Negro program. For further information write directly to the universities.

Duke University, Durham, N. C.

Emory University, Atlanta, Ga.

Tulane University, New Orleans, La.

Vanderbilt University, Nashville, Tenn.

*This listing of regional programs is obviously not intended to be comprehensive, but it will suggest the type of regional program that may be operating in your city or state.

GRADUATE—National Programs

Howard University

This university has established a new program to prepare minority group college students, particularly Negroes, for **foreign service careers.** Supported by a Ford Foundation grant, it is planned to prepare 100 Foreign Affairs Scholars over the next four years; \$4,000 fellowships will be available for a year's study at graduate schools throughout the country. For further information write to Howard University, Washington, D. C.

National Medical Fellowships, Inc.

Fellowships of one year are available for male Negro students who are United States citizens, for the study of medicine. Tuition is covered, plus additional assistance as needed. Selection is based on the Medical College Admissions Test and there are ten fellowships available each year. Predoctoral fellowships are also awarded in the Biological and Physical Sciences for 9-12 months (\$150-\$200 per month) to Negroes who are United States citizens. Applicants must have master's degree or equivalent. Loans and fellowships are given for advanced training of physicians. For further information write to National Medical Fellowships, Inc., 951 East 58th Street, Chicago, Illinois.

Root-Tilden Scholarships

To prepare for public service through Law, twenty Root-Tilden Scholarships awarded each year. Ten John Ben Snow Scholarships awarded annually. Root-Tilden Scholarships are valued at \$10,500 for three years and provide travel reimbursement. Snow Scholarships carry an annual stipend of \$1,000 and other assistance based on need. Complete information about the Root-Tilden Scholarship Program may be obtained from the

chairmen of political science departments or from pre-legal advisers, or by writing to The Root-Tilden Scholarship Committee, New York University School of Law, Washington Square, New York, New York 10003.

Law Students

Under the auspices of the Massachusetts Bar Association, loans are available for Negro law students at the following colleges.

Boston College, Chestnut Hill, Mass.
Boston University, Boston, Mass.
Harvard University, Cambridge, Mass.
Suffolk University, Boston, Mass.

Opportunity Fellowships Program

Fellowships are awarded for graduate and professional study in many fields. Awards are for a full year of serious work, in this country or abroad and range to a maximum of \$3,000, depending on the nature of the program and the financial need of the candidate. The competition is open to Negroes and other minority groups, who are United States citizens. Approximately 50 fellowships have been awarded each year and completed applications must be filed not later than December 15. Inquiries should be addressed to Opportunity Fellowships, John Hay Whitney Foundation, 111 West 50th Street, New York, N. Y.

Southern Education Foundation

Full-year graduate fellowships are available for college teachers at George Peabody College, Nashville, Tennessee, and at nine southern state universities.

University of Alabama, University
University of Arkansas, Fayetteville
University of Florida, Gainesville
University of Kentucky, Lexington
University of North Carolina, Chapel Hill
University of Oklahoma, Norman
University of Tennessee, Knoxville
University of Texas, Austin
University of Virginia, Charlottesville

In the academic year 1964-65 there were fifty fellowships, thirty of which were to go to Negroes. For further information write to the institutions listed.

The Herbert Lehman Education Fund
10 Columbus Circle, Suite 2030
New York, New York 10019

Special Director: Dr. John W. Davis

Purpose: The purpose of this Fund is to aid Negroes in entering desegregated state colleges and universities in the south.

MINNIE STEVENS PIPER FOUNDATION

2700 Tower Life Building

San Antonio, Texas

William C. Wiederhold Michael J. Balint
Administrative Sect'y. Administrative Asst.
National Merit Scholarship Corporation
990 Grove Street
Evanston, Illinois

Gentlemen:

The Minnie Stevens Piper Foundation has established a Student Aid Library and Information Center for the use of all students, at both undergraduate and graduate levels, seeking financial aid for higher education. The library includes information on scholarships, fellowships, loans, grants and awards available to Texas students from organizations, foundations, associations, and clubs, as well as current listing of all assistance given by colleges and universities in the State and Nation.

Current catalogues of all colleges and universities are available to students who wish to investigate the programs of the various institutions. Information on vocational and technical training opportunities is also provided.

The Career section of the Library contains up-to-date information on standard career fields and challenging new fields of interest to the student about to enter college, graduate school, or technical training school.

Students, Counselors, and all persons interested in financial aids for higher education are invited to write to, or visit the Student Aid Library maintained as a free educational service at the Foundation offices, 2700 Tower Life Building, San Antonio, Texas — open Monday through Friday, 8:30 until 4:30.

Yours very truly,

/s/ (Mrs.) Allene S. Miller

MINNIE STEVENS PIPER FOUNDATION
Student Aid Coordinator

Planner Trainees Wanted

The North Carolina Department of Conservation and Development needs four North Carolinians with Bachelor's degrees in a field which contributes to an understanding of urban problems. Those employed will be given a six-month training program in Raleigh in urban planning methods and techniques. Upon completion of training they will be employed by the Division of Community Planning. Salary during the training period will be \$6,408.00 per annum with rapid advancement thereafter. Preference given to applicants who have previous work experience and have completed their military obligation.

The training program will begin July 1, 1968. For further information contact:

Mr. Emil S. Breckling
Director of Training and Research
Division of Community Planning
N. C. Dept. of Conservation & Development
P. O. Box 2719
Raleigh, North Carolina 27602

The Kind Of Public Schools We Need—A Commitment To Action

By EDWARD WARNER BRICE

Assistant to Assistant Secretary for Education
Address delivered to the Southwestern District,
North Carolina Teachers' Association, Charlotte,
North Carolina.

I am delighted to be with you this morning and to have the opportunity to share with you some of our thoughts in the Federal Government about the kind of public schools we need: a commitment to action. For America's schools, the time for day-dreaming and complacency over the responsibility of being an educator is over, if it ever existed. We are entering a period now when we are not only forced to be alert and urgently responsive, but actually are under tension for accomplishment. Never before has the House of Education been under such pressure.

In the subject I have chosen for today, "The Kind of Public Schools We Need: A Commitment to Action," one word gives me pause — the word "we." Is the we for whom I am supposed to speak just you and I? If so, my task is simplified, for you and I might agree on many of the basic issues at stake in public education today. But, it occurs to me that you may expect me to try to speak for a broader segment of our population. Perhaps you would want me to include a sizeable segment of the educational community; teachers, school administrators, college and university professors, and others. Or, perhaps I should try to express also the views of parents — parents ranging from those who expect their children to attend Ivy League colleges, parents whose main concern about the education of their children is that they be qualified to get a "good" job when they finish high school, or parents who just do not seem to care at all. You would certainly not want me to speak just for the Department of Health, Education, and Welfare.

I come to North Carolina at a time when there is great ferment in education. You have many grave problems to be solved. You will notice that I used the word problems rather than issues. I think we have resolved, for example, the issue of whether we shall have one or two teacher organizations in a State (one white and one black). I think, by and large, the decision has been in favor of one — a united teaching profession. But, the problem of how to achieve this so that each group has equity and is treated absolutely fairly, is still with us. I have no words of extreme wisdom to offer you in the resolution of this problem in North Carolina, but at least I am sure that logic would dictate that a united group

is in a better bargaining position than a fragmented one.

May I remind you that the road to universal free public education in the United States has not been easy. In 1671, a colonial Governor was able to observe: "I thank God there are no free schools or printing, and I hope we shall not have them these hundred years, for learning has brought disobedience, heresy, and sects into the world, and printing has divulged them and libels against the best government. God keep us from both." Only little more than a century later, the leaders of a new Nation, "conceived in liberty and dedicated to the proposition that all men are created equal," were identifying universal education as essential to that Nation's future. It was in Virginia, in 1779, that the idea of universal education, as a duty of the States, was first expressed by Thomas Jefferson. Had his "Bill for the General Diffusion of Knowledge" been adopted at that time by the Virginia legislature, the movement toward universal education might well have been advanced by half a century. Universal elementary education was first practiced in New England, but the idea of universal education as a duty of the State was as distinctly Jeffersonian as the basic framework of the Constitution itself.

The second quarter of the 19th Century brought about the establishment of the free public elementary school, throughout the North, both in the minds of the people and in the laws of the State. In the South, there were substantial beginnings in several States notably here in North Carolina. The Civil War checked educational progress in the North, but it was resumed after hostilities ceased. When Lee surrendered at Appomattox, 101 years ago, the South had lost virtually its entire educational enterprise. Recovery was painfully slow. As late as 1900, no Southern State had a compulsory school attendance law. Only about two-thirds of the school age population was enrolled, and the educational attainment level was relatively low. We do well to remember that whereas public education in the North is the product of a century and a half of

progress interrupted only briefly, in the South it represents an advance achieved in only a little more than half a century, in the face of difficulties compounded by a multitude of economic and social problems.

A growing body of evidence indicates that the development of human capital — particularly investment in education — has actually been more important as a source of economic growth than has the accumulation of physical capital. Education contributes directly to economic growth because it improves the quality of the labor force; it contributes indirectly, but significantly, because it is the source of the research scientists and engineers responsible for much of our technological advance.

In the light of these assessments, we may turn to the kind of public schools we need. First, we need schools that will be characterized by a restless, compelling urge to improve. "The greatest of faults", wrote Carlyle, "is to be conscious of none." I have the impression that some—though not enough — of our schools are aware of the urgent need, as never before in history, to improve their education efforts. One cannot visit our classrooms and talk with our teachers without realizing that American education is in ferment and that winds of change are being generated by unprecedented problems. This is an exciting — as well as dangerous — time to be alive, no less in education than in politics, international relations, or nuclear science.

The teacher who generates the right climate for learning steers a precarious course between the Scylla of over emphasis on mastery of fundamentals and the Charybdis of excessive permissiveness. The history of the educational process is one which reflects alternate periods of over-emphasis on the one, and the other of the two essential activities of acquiring and inquiring. If I may compound metaphors, may I observe that today there seems to be some evidence that we are, hopefully, at least reducing the range of the oscillations of our educational pendulum.

No one can talk for long about the kind of schools we need without giving attention to the kind of teachers we need. Here we need the best, but we have not yet demonstrated that we are willing to pay for the best. It seems to me that we give too little attention to the fact that teaching is a far more demanding, far more complex task than it used to be. Not too many years ago — perhaps when our fathers were in grade school, the world of learning was a much neater, more compact, confining, and even cozier, place. The classroom with its master, was often relatively isolated from the mainstream of world progress. The teacher, backed by the few texts

he selected, was considered a source of information without peer — or at least without contradiction. In the business of cultivating the mind, the average teacher, a generation ago, had little competition from newspapers or magazines, and not much more from books.

Contemplate for a moment what changes have been wrought within a generation or two. Today's teacher may be dedicated as his predecessor and is probably better prepared in many instances. But what forces of slight and sound assail him and his pupils at every turn? His interpretations of political events are overshadowed by hosts of experts on radio and television; his discussions of geography and foreign customs pale before the wonders of 16mm technicolor; his readings of Shakespeare or Shaw must compete with films or records of Evans and Olivier. The modern teacher is not defeated, dismayed, or overwhelmed by these innovations. On the other hand, he makes use of them eagerly, effectively. But, in order to do so, he must operate at an entirely different level of educational sophistication than his predecessors.

As I see the situation, this means that the personnel problem lies at the heart of achieving the kind of public school we want. As we consider the very large number of teachers that will be required, and the increasing need for specialization, we must, I believe, face up to the need for personnel reorganization. We must find ways to ensure that a higher proportion of our staff become "careerists." To accomplish this we need substantially to raise the top salaries for those whose large responsibilities or greater degree of specialization justify such higher pay. I hope that public education will continue and extend its present experimentation with such methods as team teaching, at both the elementary and secondary level, and other ways of achieving the goal.

Unfortunately, despite these variances, there is still a widespread tendency to think of our schools as more or less interchangeable from one community to the next and to feel that they can be measured by a fixed standard — like the percentage who go on to college, for instance. Rather, we should be seeking a moving standard of progress toward goals set by the needs of the individual, the domestic economy, and international demands facing the Nation — a standard moving toward even higher goals of quality and excellence.

From this consideration, I draw the conclusion that we must face the fact that under some circumstances, perhaps particularly in the great cities, society must provide services for disadvantaged children that are not the normal responsibility of the school. If we really mean what

we say in wanting equal opportunity for every child, we will probably need to help these children and their families to understand the role of education, both in their lives and in the society as a whole and to give them services that are not otherwise necessary.

The Federal government's activities in the fields of training and education have expanded appreciably in the past few years. The Federal budget contains substantial aid for scientific and technological education and provides extensive support to schools at all levels. The poverty program has added to the demands on our educational resources: success of the Youth Corps, the Job Corps, and the Adult Basic Education Programs, particularly depends primarily on learning. In the coming year, the Federal government's investment in education and training will be over \$10 billion. Among the elements in the program are the adoption of special educational aids for approximately twelve million children who are handicapped physically or culturally, elimination of illiteracy within a decade; reduction by half in the number of school drop-outs; provision of public library services for fifteen million Americans who do not now have them; guaranteed opportunities for higher education on the basis of ability to learn; and construction of facilities needed to take care of nine million college students by 1975. This year will see an expansion in the Head Start Program for preschool children and many other education programs voted by the 88th, 89th, and 90th Congress.

The National Commission on Automation, Technology, and Economic Progress, observed in its recent report, that unemployment tends to be concentrated among those workers with little education — "not primarily because technological developments are changing the nature of jobs, but because the uneducated are at the back of

the line in the competition for jobs." In this connection, the Commission stated that "adequate educational opportunities should be available to all" in order to facilitate adjustments to change as well as to improve the quality of life.

Congress has asked the Department of Health, Education, and Welfare, — ordered us in most instances — to spend a great deal of your money on the children of this Nation, and to spend it well.

We do not want to send checks to school districts that ignore all or part of the children — that do not seek to spend the money for the purposes for which the Congress and the President intended. We must insist that our teachers be given a chance to progress to any position in the school system for which they are qualified. We must continue to press for the removal of artificial ceiling which hamper your upward mobility in the school system. If a teacher merits consideration as principal, guidance counselor, reading consultant, his selection should be on an absolutely fair and color-blind basis. You will have to be constructively militant in your own behalf. Your motto should be "to confront boldly." Our basic concern is that a child moves forward and learns, that he grows into adulthood with dignity and all the knowledge he can handle for his working life and his leisure-time life.

This is a major responsibility of ours. This is the core of our success or failure. And, I believe it calls upon every ounce of energy that is in the teaching profession today — every fine idea, every sharp mind, every willing heart, and head in education. Teacher, administrator, school board member, parent — everyone is needed now, and needed fully in order to build the kind of schools we need in the United States today. This is what we need to do now in order to make real our belief in the "American dream."

Talking Is Not Enough

(Taken from Goldsboro City Schools
Speech and Hearing Program
by Gaynell E. Raiford,
Speech Therapist)

We are a thinking people; our world is a talking world. It has been estimated that ninety five percent of the average person's communication is oral.

However, the mere act of talking is not enough, we need to talk well. We live in a society which places a high premium on ease and fluency of speech. The quality of our voices, the correctness of our articulation, and

the degree of effectiveness with which we express ourselves, may mean the difference between success or failure in our undertakings.

In spite of an increasing appreciation of the value of good speech, the largest group of handicapped children in this country are speech handicapped.

Speech correction, to be effective, must be the joint responsibility of classroom teachers and the speech correction teachers. The education of our children must include the learning of the art of good speech if they are to be prepared for life

situations. By planning together, the speech correctionist has used a wide variety of interesting corrective games and devices along with needed drills to stimulate and motivate the speech handicapped child. Our interests are varied, but our goals are kept in mind.

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The Role Of Speech In Education

(Taken from Goldsboro City Schools
Speech and Hearing Program
by Ira Worrells Canady
Speech Therapist)

Speech has had a continuous record in the annals of education. Changing educational trends have modified the importance of this role. However, today increasing importance is placed on both theory and practice.

Many teachers and administrators assume that speech correction is one of the frills and fads which is not basic to education.

Some may say that speech need not be taught because children will learn to talk before they come to school.

Our modern world of science and technology has moved ahead at such an alarming pace — so fast that other phases of knowledge and thinking have been left behind.

"More than ever before, man lives in a speaking world. A man can speak today and literally fire a shot around the world. International crisis and neighborhood situations can be made worse or settled through words."¹

We engage in oral communication everywhere. Personal and social ends are acquired through speech. "Speech habits reveal culture, whether we care to admit it or not. The well modulated tones, the adherence to fundamental rules of grammar and pronunciation, indicate the person who has background and interest in self improvement. Don't we speak, after all, for human cooperation and understanding? For, speech reveals the personality. We can reveal little of ourselves to other people without speaking."²

Since speech is a tool, just

as reading, writing and arithmetic are tools — it must be taught directly to develop its fullest possibilities.

1-Backus, Ollie. Speech in Education, New York: Longman, Green and Co., 1943.

2-Ibid.

Photographic Society Offers Scholarship

The Photographic Society of America announces a scholarship to the School of Photography of the Rochester Institute of Technology. High School graduates with an aptitude for, and an interest in photography may apply. The applicant need not be a member of the Photographic Society of America.

The PSA scholarship is for \$1575.00 for the academic year 1968-1969. Closing date for applications is May 1, 1968.

The applicant must have graduated from high school within the last two years, not counting college or military service. Before any applicant can be awarded the scholarship, he or she must have been accepted for admission into one of the three photographic curricula at the Rochester Institute of Technology, and submit a folio as per requirements of the college.

For further information about the scholarship and for application blanks, please write to the Chairman of the PSA Scholarship Committee, Miss Harriet L. Dieter, 2112 Ingheliff Road, Columbus, Ohio 43221.

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TEST DEPARTMENT

ROBERT SMOOT
1372 Peachtree St., N.E.
Atlanta, Georgia 30309

Editorial

Life Or Death Of The NEA

by E. B. PALMER

The dye is cast! We are now in the middle of "The stream of no return." Where do we go from here? The crisis in Florida facing educators no longer remains a Florida problem alone. The situation has grown to such proportions, that one of the big questions which remains to be answered is "Will a national (North Carolina) walk-out of educators or supreme court decision be necessary to resolve the issues which have arisen in Florida or will the people of Florida willingly resolve their own problem?" What is the situation in Florida? What are the issues?

The Situation

The teachers in Florida finally won the goals which they had established for education dollar-wise, but back lash has created a different set of problems. In the invoking of sanctions, the Florida teachers gained legislative appropriations for education in the sum of \$351 million. Of this, \$158.7 million was earmarked for grades K-12 program. Another \$126.2 million was earmarked for actual operation and an additional \$10.8 million for K-12 was added by the State Board of Education on March 8.

Florida teachers will receive salary increases averaging about \$2,170 for 1968-69 with \$983 coming from the regular legislative session last year and \$1,187 from the special session which ended February 16.

Before the educators in Florida could achieve their objectives, they had to stack contracts, then finally submit them. Approximately 24,000 educators in Florida walked out of the classroom and submitted their resignations. This act of mass resignations was met with varying degrees of resistance.

While the State Board of Education and the State Education Association have reached certain agreements, at least 39 of the 67 districts in Florida still have un-resolved problems with regards to teacher re-instatement or problems or conditions under which these systems will accept these educators back. Of the more than 23,000 educators who walked out of the classrooms,

7,534 are still out because, the perpetrators of political dictatorship and educational deprivation insist, that they will show the educators, "that you do not win by trying to force anything on us. Right or wrong!" Consequently, several boards of education have accepted the resignations of the teachers and principals and are attempting to not only request, that the State Department mandate that these people not be permitted to teach in the State for a year, but that in some cases, these persons' certificates be revoked permanently.

In some locals, it has been decreed, that the principals may return to employment under the condition, that they be re-instated as beginning teachers. In many instances, those principals who were labeled as leaders are not to be reconsidered at all. Such is the plight of the President of the National Education Association, Braulio Alonzo, a principal in Hillsboro county in Florida, who resigned (along with the many thousands of educators in Florida). Presently, Mr. Alonzo is unemployed as a result of this back-lash activity. Since it is apparent that the State and local have taken the position that, "Any educator who would lead the educators of Florida into a work-stoppage action should not be employed in the State of Florida," 'it is projected, that Mr. Alonzo will not be re-employed without some direct action.'

Many, many pressure tactics are being applied to the teachers in Florida. These range from immediate debt collection to intimidation of personal security. One cannot write into a report of this kind all of the events occurring or even a complete analysis of the problem. More time and space would be needed to truly assess the situation. Yet, amidst all the individual and group actions many startling and basic projections are evident.

Those educators still unemployed are borrowing from the NEA an average of \$50,000 per day. With the DuShane Defense Fund for Teacher Rights already at an all time low how long can it afford this?

While the teachers in Florida were asking for a basic salary of approximately \$6,340, the jani-

tors and garbage collectors had already turned down an approximately \$6,800 offer.

The Issues

Underlying all the action in Florida is the real contest to determine not only who will control society in general — the people or a few politicians. Since the State educators have reached agreement on the amount of appropriations made available, and that more than 7,534 teachers are still unemployed, one of the most critical issues now facing the members of the National Education Association in every state is engrained in outcome of the Grand Jury's Investigation. It is reported, that the Grand Jury in Florida is sending representatives around to secure evidence to prove, that local, state and the National Education Associations encouraged and condones strikes. Should the Grand Jury conclude that the professional educational associations condone strikes, it will make it a misdemeanor for a teacher to belong to either the local, State or National Association. If this holds true look at the implication it has for other state—the nation.

Already in existence in Florida are ordinances recently passed which prohibit teachers from meeting together.

If educators should be prohibited from belonging to the professional associations and barred from meeting together, who will represent their interest in salary increases, fringe benefits, legislation, unprofessional acts levied against them and many other professional concerns? Is the teacher a full citizen? Is the teacher a public servant or a public slave? Will the success or failure of the attempts in Florida, by those who would eliminate teacher organization, determine the life or death of the NEA? What implications does this threat hold for North Carolina? How do we thwart the non re-employment of the NEA president back in Florida? How do we prevent the elimination of the professional associations? Do we go all the way to the Supreme Court? Do we in North Carolina and every state have to invoke sanctions? Whatever becomes our necessary course of action, we are rapidly approaching that point at which the life or death of the NEA is to be determined!

We urgently need contributions from every educator in North Carolina to support the DuShane Defense Fund for Teacher Rights in providing assistance for the educators of Florida and for the very life of our own associations.

Revised

"We in North Carolina have been badgered with the continuous dismissal of Negro Principals and Supervisors," so says E. B. Palmer in the January, 1968 N. C. Teachers Record feature article "Outergration."

A table which depicted the number of Negro Principals dismissed or demoted since the desegregation of schools began was given.

We present at this time the "Revised Table" which shows a more conclusive picture of the continuous dismissal of the Negro administrator. The number of Principals serving before the desegregation of schools began is now given. This item was not included in the January, 1968 edition.

County or City Unit	Number of Schools	Number of Negro Principals 1963-64	Number of Negro Principals 1967-68
Alleghany	4	1	0
Ashe	11	1	0
Avery	8	1	0
Buncombe	33	2	0
Asheville	14	5	2
Burke	13	4	0
Glen Alpine	3	1	0
Morganton	6	2	0
Cabarrus	11	1	0
Caldwell	18	1	0
Catawba	19	3	1
Newton-Conover	7	1	0
Cherryville	5	1	0
Hendersonville	4	1	0
Statesville	10	3	3
Jackson	11	1	0
Lincolnton	5	1	0
Macon	11	1	0
Tryon	2	1	0
Randolph	17	3	0
Asheboro	9	1	0
Surry	14	1	0
Elkin	3	1	0
Mt. Airy	6	1	0
Swain	5	1	0
Transylvania	8	1	0
Watauga	9	1	0
North Wilkesboro	2	1	0
Yadkin	10	1	0
Yancey	19	1	0
TOTALS			
	30	287	45
			6



Raymond A. Stone

For State Superintendent

Raymond Stone is an **Experienced Professional**. He has earned bachelor, masters, and doctors' degrees. Since 1950 he has been a teacher or administrator at every level of public education from first grade to graduate school. He is keenly aware of what people want schools to be and to do. He has personally visited at least one school in every county.

Raymond Stone is an **Educational Leader**. He headed the State Better Schools Committee from 1960 to 1964.

Raymond Stone is a **Fighter for Education**. He knows where and how legislative and administrative decisions affecting education are made in Raleigh. He has fought for teachers and teaching on the local level, in the Legislature, and the Governor's office, and the White House — wherever the cause of public education was at stake.

Raymond Stone says "I need your help. Will you join me not merely in a campaign for public office, but in a crusade for the highest level of understanding, interest and support public education has ever reached in North Carolina!"

Raymond Stone is the **Champion of the Teacher**. He is opposed to the use of the National Teachers Examination to certify teachers. He believes North Carolina teacher and administrator salaries ought to equal the national average. He believes that the teachers job is to teach, not waste time, energy and ability on non-teaching chores. He believes teachers ought to be involved in decisions affecting them. He believes it's time for teachers to stand up for what they stand for.

(Paid Political Advertisement)

25th Annual Classroom Teachers National Conference To Be Held At Oklahoma State University

The 25th Annual Classroom Teachers National Conference of the Association of Classroom Teachers of the National Education Association will be held from Monday, July 8, to Friday, July 19, at Oklahoma State University, Stillwater, Oklahoma.

The theme of the 12-day conference will be "Effective Utilization of Human and Natural Resources — Implications for Educational Change." Central to this theme is the leadership training laboratory developed in conjunction with the NTL Institute for Applied Behavioral Science, NEA. Opportunities will be provided during the 1968 conference for those who participated in the 1967 meeting to sharpen skills acquired last year, according to Bruce P. Eckman, president-elect of ACT. Teachers attending for the first time will receive training in fundamentals of NTL theory and practice. Conferees will be given a choice of concentrating on problems affecting the teacher in the classroom or the teacher in the professional association.

Other phases of the program will carry out the theme of the conference with special emphasis on current social and economic conditions and the implications for educational change.

Teachers attending the conference will also be asked to help identify priorities for ACT and provide for the participants to share in the planning pro-



Campus View of Oklahoma State University, Stillwater, Oklahoma

grams to implement the priorities, Mr. Eckman says.

Two semester hours of graduate or undergraduate credit may be earned by attending the conference.

Registration fee for the conference is \$120 (\$156.50 for a single room). This includes a \$20 preregistration fee which is payable to ACT in advance of the conference. The balance is due on arrival at Oklahoma State University.

Registration for the conference is limited to 350. Interested teachers may obtain registration blanks by writing to the NEA Association of Classroom Teachers, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

Miss Mary Venable, president-elect of the NCACT, who assumes her duties as president in June, will be among the state representatives present at the conference.

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Jackson County Schools

Name Finalist For

National Award

The Jackson County Schools, Sylva, North Carolina, have been selected as one of ten national finalists in the 1968 Encyclopedia Britannica School Library Awards competition.

The Jackson County school system, cited for significant improvement of its elementary school library program, is eligible to share in awards totaling \$5,000, Charles E. Swanson, Britannica's president, said.

The ten finalists were nominated by an advisory committee of the American Association of School Librarians, a department of the National Education Association and a division of the American Library Association.

The other nine school systems honored include the Sam Ramon Unified School District, Danville, California; South Bend, Indiana, Community Schools; Iowa City, Iowa, Community Schools; Swanpscott, Massachusetts, Public Schools; Long Beach, Mississippi, City Schools; Fargo, North Dakota, Public Schools; Beaverton, Oregon, School District #48; Newport News, Virginia, Public Schools, and Tacoma, Washington, Public School District #10.

Of the ten finalists, three will be chosen to receive first, second and third prizes of \$2,500, \$1,500 and \$1,000. The cash awards, to enlarge book and magazine collections, will be presented during National Library Week, April 21-27, at ceremonies to be planned in the three winning communities.

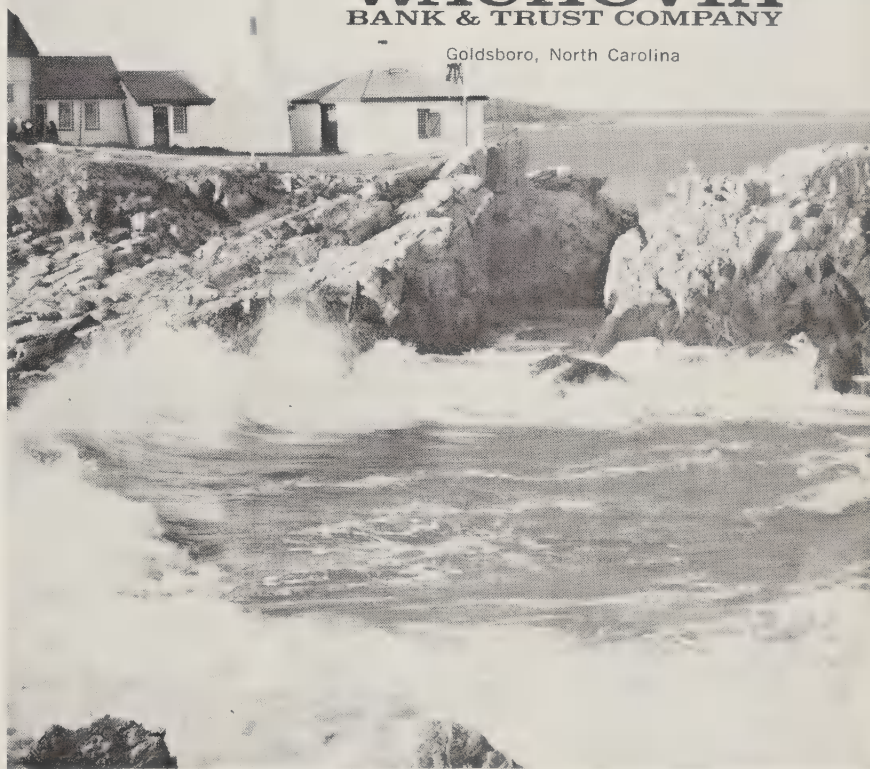
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OUR APOLOGY

The Maxton City Unit was omitted in the Membership Report carried in the January Record. The amount of memberships paid is as follows:

NCTA	Amount Paid	NEA	Amount Paid	
35	\$420	35	\$350.00	100%

NEA Legislative Commission

1968 Legislative Program

The NEA Legislative Commission proposes that Congress:

I. Enact \$5.2 billion-per-year federal assistance program for public elementary and secondary education, to supplement the existing legislation for school support. The NEA bill provides \$100 per school-age child (ages 5-17) to be distributed to state education agencies on the basis of school-age population. At least 50 per cent of the money shall be used for improving teacher salaries. The remainder of the states' allocations may be used for any programs designed to meet urgent state and local educational needs.

1. Authorizations.

(A) There is authorized to be appropriated for Fiscal 1969 and each succeeding fiscal year an amount equal to the product of (a) the total number of school-age children, five to 17 inclusive, in the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, and the Trust Territory of the Pacific Islands, and (b) \$100 — based on the most recent data available to the U. S. Commissioner of Education.

From the sums appropriated for carrying out this program, the Commissioner shall reserve one-tenth of one per cent for administrative expenses of the U. S. Office of Education. From the remainder, the Commissioner shall apportion to each state an amount which bears the same ratio to such remainder as the school-age population of the state bears to the school-age population of all the states. For the purpose of this section, the District of Columbia is considered to be a state.

Allocations to the Commonwealth of Puerto Rico, Guam, American Samoa, and the Trust Territory of the Pacific Islands, shall be made on the basis of \$100 per child.

(B) There is also authorized to be appropriated for Fiscal 1969 and for each succeeding year such sums as necessary to provide additional assistance for state with personal income per student in average daily attendance in public schools that is below the national average. The formula for this equalizing factor is being worked out on the basis of an additional \$1 billion.

2. State Applications.

The U. S. Commissioner of Education shall approve a state application which (a) sets aside at least 50 per cent of the state's allotment for hiring of additional certificated instructional personnel, or increasing the salaries of such personnel currently employed, or both, and (b) proposes expenditures of the remaining sums for programs including, but not limited to, reduction of class sizes, summer programs, provision of teacher aides, and new pre-school, post-secondary, vocational, and adult education offerings.

The state shall guarantee that there will be no commingling of state and federal funds, and that state and local fiscal effort will be maintained. The state shall also set forth such fiscal control and accounting procedures as may be necessary to assure proper disbursement of, and accounting for, federal funds paid to the state education agency.

A state plan may be amended at any time, provided that it remains in accord with the intent of this legislation.

The state education agency shall make an annual report to the U. S. Commissioner of Education on the progress and probable outcomes of programs undertaken with federal assistance provided by this legislation. Such information shall be summarized by the U. S. Commissioner and transmitted annually to the Congress.

II. Expand the educational opportunity of all citizens by providing preschool programs (such as preschool and Headstart) and extending public education at least two years beyond the present high school program.

III. Establish full and early funding of all federal education programs. Congress has been consistently late in releasing funds for education, often several months after the beginning of the fiscal year, depriving school administrators of the opportunity to plan ahead and to make firm commitments for salaries and other expenses. The NEA is urging Congress to provide for longer-range authorizations and advance funding to eliminate the waste and confusion caused by late appropriations.

IV. Create a Cabinet-level Department of Education and Manpower Training. This would enhance the prestige of education in Congress and

make possible the consolidation and coordination of the welter of federal aid programs now administered by more than 40 Washington agencies.

V. Establish, by legislation, that teachers' educational expenses may be deducted from gross income in the computation of federal income tax returns. Although present regulations (as a result of NEA efforts) provide uniform and equitable treatment for those who itemize their deductions on Form 1040, the matter of deduction from gross income **must be acted upon by Congress**. NEA is supporting bills now before the Congress to provide for deductions from gross income.

VI. Provide for eligibility of teachers for the hospitalization benefits of the federal Medicare program, NEA is currently supporting a bill to allow participation in this program by 700,000 teachers in 13 states who are not presently covered by social security.

VII. Revise the obsolete 1909 copyright law to provide clear and equitable guidelines for the use of copyright materials — such as newspaper and magazine articles, tape recordings, films, and other published works — in the classroom. A bill to revise this legislation, defining copyright privileges in the light of present-day technology (such as photocopying and duplicating) is before Congress. The House has passed the measure, but it is stalled in the Senate on the question of "fair" use of computer programs.

VIII. Transfer the Headstart program from the Office of Economic Opportunity to the Office of Education at an appropriate time, with the accompanying transfer of authority given to public education agencies at the state and local level. This transfer would be desirable, in the Legislative Commission's view, in order to eliminate waste and duplication of effort in this important program for disadvantaged children, and encourage its extension to include all children.

* * *

The Legislative Commission has, in addition, affirmed its support of all other resolutions adopted in 1967 by the Representative Assembly, and will continue its efforts to obtain sound federal legislation reflecting the views of the teaching profession.

As part of its effort to promote this legislative program, the Legislative Commission set a national convention of state leaders January 28 in Chicago to develop state legislative strategy.

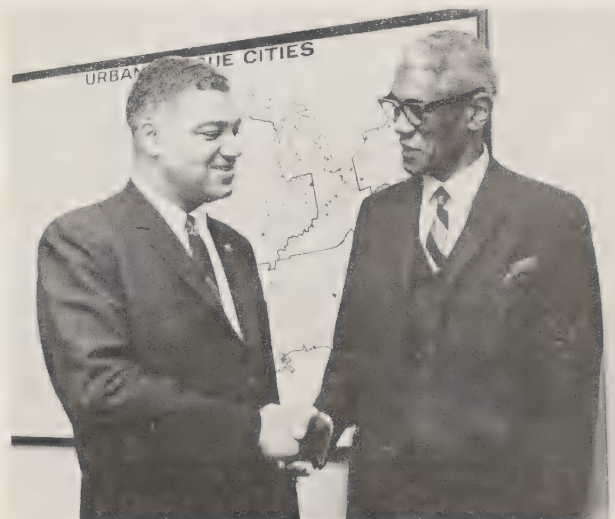
Disruptions of Educational Processes

One of the resolutions adopted by the American Association of School Administrators at Atlantic City, New Jersey, February 21, 1968:

When careful study and investigation indicates that conditions prevail which are detrimental to the educational program, the AASA recognizes the right of a professional association to apply, in an intelligent and responsible manner, sanctions designed to remedy the existing conditions.

However, the AASA deplors any disruption of the educational program because of the damage it inflicts on the students affected. We therefore vehemently reject the use of the strike, work stoppage, walkouts, slow-downs, and other disruptive practices by teachers while under contract, or by any other group essential to the continuity of the school program. These disruptions are damaging to the education of pupils, to the respect that pupils and the general public have for schools, for teachers, and for the educational program of the system. We believe negotiations in good faith should preclude all reason for a work stoppage.

Therefore, we strongly urge state legislatures to declare strikes illegal. Where strikes by school employees are illegal at the present time, we recommend that such penalties be imposed upon striking organizations and their leaders as will prevent strikes in the future.



On February 11th in Washington D. C., Whitney M. Young, Jr. (left) executive director, National Urban League, New York City, and his high school mathematics teacher, LaMont Lawson, were winners of the 1968 Golden Key Awards. Lawson was selected by Young as the teacher who influenced him most during his high school years at Lincoln Institute, Lincoln Ridge, Ky.

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Balance, September 1st	\$ (30,000.00)
Membership Dues (10,100)	121,200.00
Student NEA Dues and NCTA	500.00
Net Rent	1,000.00
Advertising	1,700.00
Placement Service	20.00
NEA Supplement	3,000.00
Exhibits	3,000.00
Other Receipts	4,000.00
Savings	24,000.00

\$128,420.00

DISBURSEMENTS

Accounts

I. President's Honorarium	\$ 250.00
II. President's Office	450.00
III. Vice President's Honorarium	100.00
IV. Vice President's Office	250.00
V. Treasurer's Office	100.00
VI. Treasurer's Honorarium	200.00
VII. Recording Secretary's Honorarium	100.00
VIII. Recording Secretary's Office	100.00
IX. Association Office Expense	5,000.00
X. Executive Secretary's Travel	1,000.00
XI. Field Representative's Travel	666.00
XII. Classroom Teachers Executive Secretary's Travel	666.00
XIII. Budget Director	200.00

\$ 9,082.00

Salaries

I. Executive Secretary	\$13,230.00
II. Field Representative	10,041.15
III. Executive Secretary, Classroom Teachers	9,680.00
IV. Coordinator of Pub., PR & Research	
V. Bookkeeper	5,810.92
VI. Secretary I.	4,670.36
VII. Secretary II.	4,051.65
VIII. Secretary Stenographer	3,816.00
IX. Secretary III.	3,569.68
X. Asst. Bookkeeper-Asst. Editor	3,748.16

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XIV. Delegates to NEA Convention	3,500.00
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II. NAACP, State	500.00
III. NEA Affiliation	25.00
IV. Assn. Study Negro Life & History	25.00
V. NCSEA	400.00
VI. UFE	100.00
VII. WCOTP	150.00

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Division and Department Expenses

A. Association of Classroom Teachers	6,020.00
B. Administrators and Supervisors	2,000.00
C. Higher Education	1,300.00

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3. Dept. of College Inst.	175.00	
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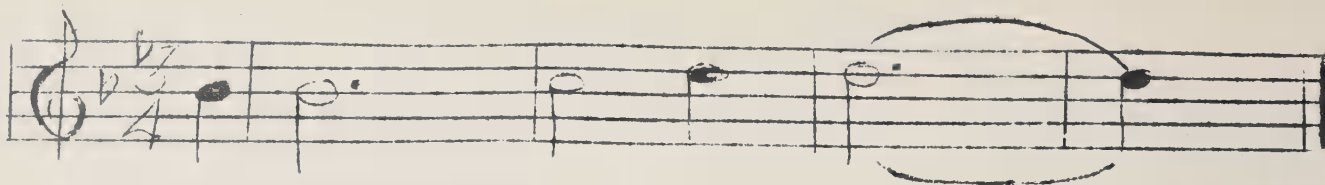
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Verse Four

Family relationship, bills, cooking, rest, recreation, travel, TV, radio, visitors, insurance, retirement, births, deaths, new home, car, children, relatives, income tax.

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Verse Five

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Verse Six

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Verse Seven

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Verse Eight

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NOTICE

The NCTA Credit Union Board of Directors, on September 9, 1967 adopted two (2) significant resolutions:

A. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

B. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

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Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

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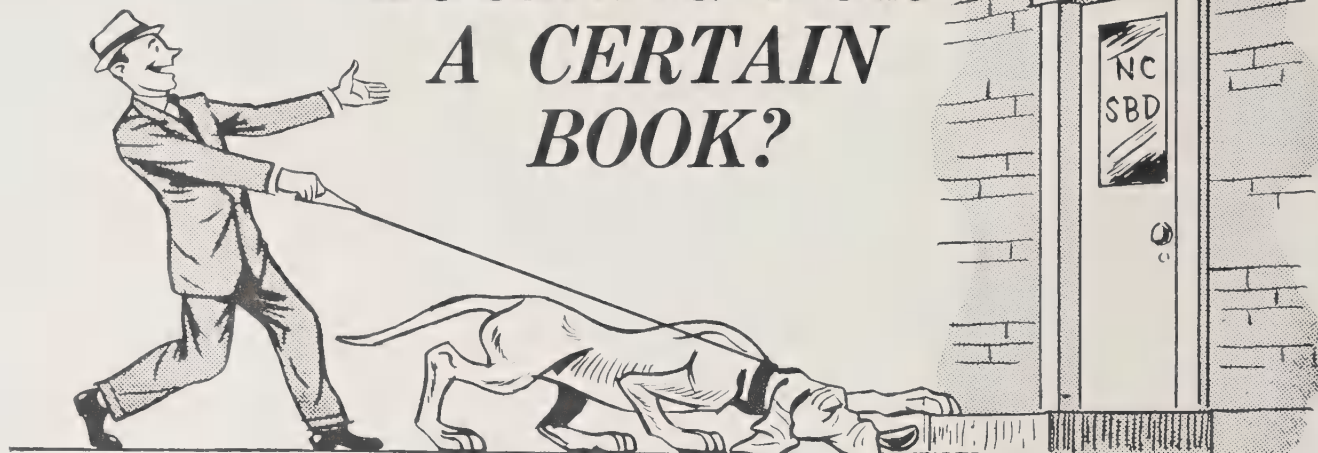
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* * *

THIS MONTH'S COVER

On the cover is a book illustrating three historic events:

(1) Dedicating The Publication to The Memory of Dr. Martin Luther King, Jr.

(2) Recapitulating the action of the NCTA 87th annual Convention, and

(3) The First Southern Conference on The Treatment of Minorities in Textbooks is also depicted.

All three events will be recorded in the educational history text of our nation.

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Official Publication of the North Carolina

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VOLUME XXXVIII

MAY, 1968

NUMBER 3

CONTENTS

	Page
Proceedings of 87th Convention	7
Highlights of Convention	11
Resolutions Adopted	14
Report of Elections Committee	21
Teachers In Politics Weekend	22
Status of Merger	23
Letters To The Editor	24
Upward The Hammocks	25
Tri-State Conference	26
"Rap - Up"	29
NEA Appointments	31
Report on Florida School System	32
The 1969 Legislative Program	33
The Battle Is Not Yet Won	34
Setting The Record Straight	36
Recommendations on Merger	39
Necrology Report	40

OUR ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Army Opportunities	3
Consolidated Service For Teachers, Inc.	35
Wrigley	38
NCTA Credit Union	Outside Back Cover

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 3. Section of Junior High School Principals—S. J. Howie, Wilmington
 4. National Association of Secondary School Principals—J. H. Wooten, Dillard High School, Goldsboro
- Division of Higher Education—L. H. Robinson, Durham
- A. Department of Administration—(Unreported)
- B. Department of Instruction—Charles A. Ray, Durham
- C. Department of Student NCTA-NEA—Mrs. Loreno M. Marrow, Greensboro

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- Fred D. McNeill, Jr., Field Representative and Treasurer-Manager NCTA Credit Union
- Mrs. Edna C. Richards, Executive Secretary, Association of Classroom Teachers
- W. R. Collins, Field Representative, Hammocks Corporation
- Mrs. Della P. Perry, Bookkeeper
- Mrs. Dolores Douglas Jones, Asst. Bookkeeper, Asst. Editor
- Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
- Mrs. Clementine Parker, Secretary to Executive Secretary, NCTA
- Mrs. Ludie Singletary, Secretary to the Field Representative
- James Jones, Building Custodian

REMINDER



NEA CONVENTION SITE

Dallas Memorial Auditorium

The Annual NEA Convention will be held in Dallas, Texas, July 2-7. Dr. Elizabeth D. Koontz, Vice-President, President-Elect will take the gavel of President on Friday night, July 5, 1968.

The NCTA will not handle any reservations to the Dallas Convention. Please make all reservations direct.

The TWENTY-FIFTH Annual Classroom Teachers National Conference of the Association of Classroom Teachers of the National Education Association will be held from Monday, July 8, to Friday, July 19, at Oklahoma State University, Stillwater, Oklahoma.

Theme: Commitment to Action

Help your students pick the job they want.

Radar and Microwave Maintenance
Data Processing Equipment Maintenance
Infantry-Armor
Combat Engineering
Field Cannon and Rocket Artillery
Field Artillery Missiles
Combat Surveillance and
Target Acquisition
Ballistic Missile Electronic Maintenance
Fire Distribution Systems Repair
Combat Missile Electronic Maintenance
Field Communications Equipment
Maintenance
Fixed Plant Communications Equipment
Maintenance
Intercept Equipment Maintenance
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Motor Transport
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Aircraft Maintenance
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Job training in the Army could be the start your students have been looking for. There's no better way to become highly skilled. No better way to fulfill their military obligation. **ARMY**

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Dedicated To The Memory Of
Dr. Martin Luther King, Jr.



"WE SHALL OVERCOME!"

REV. DR. MARTIN LUTHER KING, JR'S 'I HAVE A DREAM'

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountains of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvacious peaks of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from every hill and mole hill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of that old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"



NEA LEADERS MARCH IN FUNERAL PROCESSION OF THE
REVEREND DR. MARTIN LUTHER KING, JR.

Pictured left to right, Libby Koontz, President-Elect NEA; Dr. Braulio Alonzo, President NEA; James William, Director and John Lawton, Associate Director - Southeast Regional Office, NEA.

Resolution sent to Mrs. Martin Luther King
from NCTA

RESOLUTION APPRECIATION

WHEREAS: The North Carolina Teachers Association recognizes with appreciation the positive and profound leadership and the National and the international influence of the late Dr. Martin Luther King, Jr., and

WHEREAS: The North Carolina Teachers Association has expressed its belief in concepts advocated by persons and groups dedicated to the cause of right, freedom, equality and the dignity and worth of all people by rendering individual and collective support to persons and groups whose interest parallel those of the North Carolina Teachers Association; and

WHEREAS: This delegate assembly is deeply sorrowful for the tragedy which occurred in Memphis, Tennessee on April 4, 1968, that resulted in the death of Dr. Martin Luther King, Jr., therefore

BE IT RESOLVED: That this delegate assembly gives a love token to be forwarded to the Du-Shane Defense Fund, NCTA as a special recognition from this delegate assembly as a memorial for the leadership of Dr. King.

BE IT FURTHER RESOLVED: That a copy of this resolution be forwarded to the widow and family of the late Dr. Martin Luther King, Jr.

Telegram to Mrs. Martin Luther King, Jr.
(Sent early a.m. April 5, 1968)
Atlanta, Georgia

Please accept my deepest sympathy and that of the teachers of the United States at this moment of severe sorrow for you and your family. The cause of equal justice for all which Dr. King espoused will be greater for this supreme sacrifice which he has made. The National Education Association will continue its work so that every American can live in honor and dignity.

I am cancelling my scheduled appointments in order to attend Dr. King's funeral on behalf of the more than one million educators I represent. I am also asking the nation to observe a moment of remembrance in every classroom throughout the land — not for Dr. King's unfortunate death but for what he lived. We have lost a good and just man. His work lives on.

Sincerely,
Braulio Alonzo, President
National Education Association

WESTERN UNION TELEGRAM

DR. RUDOLPH JONES, president NCTA, or
MR. E. B. PALMER, executive secretary NCTA,
NCTA CONVENTION—MEMORIAL AUDITORIUM,
RALEIGH, NORTH CAROLINA

THE GREENSBORO UNIT NCTA JOINS
WITH YOU IN THE MOURNING OF THE PASSING
OF DR. MARTIN LUTHER KING.

MRS. ESTELLE WINCHESTER, president
GREENSBORO UNIT NCTA

Proceedings Of The 87th Annual Convention

RALEIGH, NORTH CAROLINA

APRIL 4-5, 1968

THEME: "COMMITMENT TO ACTION"

FIRST BUSINESS SESSION

Thursday, April 4, 1968

3:45 P.M.

Raleigh Memorial Auditorium

Presiding—

Mrs. Ruth B. Jones, Vice President, NCTA

Prior to the opening of the First Business Session, Mrs. Alice Stewart, convention organist, rendered appropriate music.

Presiding at the First Business Session was Mrs. Ruth B. Jones, Vice President, NCTA who explained to the delegates that Dr. Rudolph Jones, President, was forced to return to Fayetteville State College where he is president because of the student unrest on the campus which began after he had left the campus.

The session was officially opened with the singing of the National Anthem by the delegates followed by the Pledge of Allegiance.

NECROLOGY REPORT:

The necrology report was given by Rev. J. W. Wiley, principal of Swift Creek School. While appropriate background music was played the names of deceased NCTA members were read, followed by the rendition of a beautiful poem "I Will Not Doubt" and prayer by Rev. Wiley.

MINUTES OF THE 86th ANNUAL CONVENTION:

The minutes of the 86th NCTA Convention were included in the Delegates' Manual which had been distributed to all delegates as they registered.

It was moved by Mrs. Edythe R. Tweedy and seconded by Mrs. Beth Wallace that the minutes

be adopted as printed in the Delegates' Manual. The motion was carried.

Before the business reports, Mr. Bell, architect with Richard C. Bell & Associates, presented to the delegates the Proposed Plan for the Hammocks Beach cottage units. The Hammocks Beach "Crash Program" is being sponsored by the Association of Classroom Teachers. Mr. Bell answered questions from the floor relative to the cost per square foot for the cottage, the design of each, and the air conditioning and heating in each.

REPORT OF RULES COMMITTEE:

The proposed rules for the conduct of the Delegate Assembly of the NCTA were included in the Delegates' Manual.

It was moved by Mr. Joe Duncan and seconded by Mr. T. V. Foster that the rules be adopted as printed in the manual with the changing of the word **counties** to **districts** in part 1, Rule 2. The motion was carried.

CREDENTIALS REPORT:

730 delegates had registered prior to the first business session according to the report presented by Mrs. Audrey Robinson, Chairman.

TREASURER'S REPORT:

The treasurer's report was given by Dr. N. H. Harris, Treasurer, NCTA as printed in the Delegates Manual.

It was moved by Mr. T. V. Foster and seconded by Mr. Joe Duncan that the treasurer's report be received for information. The motion was carried.

REPORT OF BOARD OF DIRECTORS:

The report of the Board of Directors to the NCTA Delegate Assembly was read by the recording secretary. The following recommendations were made:

1. The Board of Directors recommends to the NCTA Delegate Assembly that the annual fee of the North Carolina Teachers Association be twelve dollars (\$12.00).
2. The Board recommends the adoption of the budget as arranged and presented by the Budget and Finance Committee.
3. The Board of Directors recommends that the 1969 Annual NCTA Convention of the North Carolina Teachers Association be held at the Memorial Auditorium in Raleigh, North Carolina on Thursday and Friday prior to Palm Sunday.
4. The Board recommends that we endorse Mr. John H. Lucas and Mr. E. B. Palmer as delegates to the WCOTP Conference to be held in Dublin, Ireland without any expense to the Association.
- *5. The Board of Directors recommends that the target date of merger not be September, 1968 but by September, 1969.
6. Other recommendations will be submitted orally.
*NCTA Liaison Committee split on target date. Board directed to set date by September, 1969.

It was moved by Mr. T. V. Foster and seconded by Mr. Joe Duncan that the report be adopted as printed. The motion was carried.

REPORT OF THE BUDGET AND FINANCE COMMITTEE:

The budget had been previously discussed in the Open Hearing. It was moved by Mr. L. M. Hatton and seconded by Dr. N. H. Harris that the budget be adopted as printed in the Delegates' Manual. The motion was carried.

REPORT OF THE LEGISLATIVE COMMITTEE (UFE):

The report of the Legislative Committee was given by Mr. E. B. Palmer, executive secretary. The following corrections were made in the report as found in the Delegates' Manual. In proposal number 2, change **four** years to **three** years. In proposal number 3, delete the sentence beginning with — Rather and ending with again in the last sentence. After the necessary corrections and deletions it was moved by Mr. E. B. Palmer and seconded by Mr. L. Y. Muldrow that the UFE program be adopted. The motion was carried.

No reports were available from the Constitution and By-Laws Committee, the Teacher Education and Professional Standards Committee and the Building Committee.

PROFESSIONAL RIGHTS AND RESPONSIBILITIES:

It was moved by Mr. Hatton and seconded by Mr. W. O. T. Fleming that the report of the PR&R Committee as printed in the Delegates' Manual be adopted. The motion was carried.

DELEGATES ORIENTATION:

Report was not complete at this session.

CREDIT UNION:

It was moved by Mr. Q. K. Wall and seconded by Mr. W. R. Collins that the Credit Union report as found in the Delegates' Manual be received for information. The motion was carried.

HAMMOCKS BEACH REPORT:

Mr. W. R. Collins, Field Representative, announced that the annual Hammocks Beach Pilgrimage would be held on Saturday, May 18, 1968. A request was made by Mr. Dilliard, principal of Caswell County School that all facilities be made available to all persons attending. It was then moved by Mr. W. R. Collins and seconded by Mrs. Elizabeth Byrd that the report submitted by Mr. Collins, Field Representative of the Hammocks Beach Corporation, Inc. be received for information. The motion was carried.

RESOLUTIONS COMMITTEE REPORT:

A motion to consider item by item in the resolutions was defeated. Mrs. Beth Wallace moved that all resolutions on which there was not common agreement be removed. A substitute motion by Mr. J. A. Brown that the resolutions be taken up at the second business session after the Delegates Assembly had studied them was lost. A lengthy discussion followed. Mr. John Lucas made the observation that no resolution on open housing had been included. It was agreed that he write the resolution. Resolutions I, II, VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, and XVI as presented by the committee and printed in the Delegates' Manual were accepted as written.

Additional resolutions will be submitted in writing at the second business session. This will include the resolution on Open Housing, on the Welfare Fund and any others deemed necessary by the delegates.

The first general session adjourned at approximately 6:15 P.M.

FIRST GENERAL ASSEMBLY

Thursday, April 4, 1968

8:15 P.M.

Raleigh Memorial Auditorium—Arena Area

Presiding—

Mrs. Ruth B. Jones, Vice President, NCTA

Prior to the First General Assembly the Shaw University Choir under the direction of Mr. Hubert Walters presented a concert.

Preceding the invocation by Rev. Charles Ward, pastor of First Baptist Church, Raleigh, Mr. E. B. Palmer announced the assassination of Dr. Martin Luther King, Jr. in Memphis, Tennessee.

Following the invocation and the Pledge of Allegiance by the audience, music was rendered by Mrs. Alice Stewart, convention organist.

Greetings were brought by Dr. Charles Carroll, Supt. of Public Instruction. Dr. Carroll is not seeking reelection to his position this year.

HONORING OF RETIRED TEACHERS:

Dr. Harold Trigg, a past president of NCTA paid tribute to the members of the teaching profession who have retired. He cited Mrs. Alice H. Jones as a symbol of the retired teachers. Mrs. Jones was not present to receive the certificate.

Dr. Trigg noted with pride the growth of NCTA membership from 150 members in 1921 to 12,000 in 1968.

PRESENTATION OF SPEAKER:

Dr. Samuel M. Nabrit, Executive Director of The Southern Fellowship Fund, Atlanta, Georgia was introduced by Mrs. Ruth B. Jones, Vice President of NCTA.

Mr. Nabrit, using the topic "Teaching and Political Education" dealt with the "gigantic problems of the ghetto school." Negro educators must work to solve the problems in ghetto schools he said, "with renewed zeal and a type of creativity yet undreamed."

He suggested development of preschool education for children and families and use of "new curriculum materials which are related to ghetto communities in which all of the symbols are not middle class ones" and "newer teaching procedures which are designed to involve more independent discovery and develop thinking abilities which our older rote methods did not emphasize."

He also urged "a new kind of public education for the public power structure . . . a political stance for the teaching profession in which some leverage is possible because of your special educational competence."

Negro teachers, Nabrit said, have "the most difficult job in today's society." They have the "difficult task of teaching in such a way as to evoke pride in minimal accomplishment and motivation toward maximum achievement."

The Negro, he said, "can ill-afford to isolate himself from the cultural advantages of the American civilization because he fears either his ability to compete or that he will be reminded of his race by racists."

Mrs. Mae Sue Henry, President, ACT, NCTA responded to Dr. Nabrit's provocative and challenging address.

Special remarks by Mrs. Elizabeth D. Koontz, Vice President - President-Elect, National Education Association were made.

Platform guests were introduced by Mr. John Lucas, NEA, Director. The platform guests included the members of the NCTA Board of Directors, college presidents, members of the State Board of Higher Education, Past Presidents of NCTA, United Forces of Education, North Carolina Education Association, Raleigh City and County Boards of Education, Professional Staff of NCTA, North Carolina Congress of Colored Parents and Teachers Association and North Carolina Congress of Parents and Teachers Association.

After the announcements of succeeding convention activities, Mrs. Jones declared the First General Assembly adjourned.

SECOND BUSINESS SESSION

Friday, April 5, 1968

10:45 A.M.

Raleigh Memorial Auditorium—Arena Area

Presiding—

Mrs. Ruth B. Jones, Vice President, NCTA

Prior to the opening of the Second Business Session, the convention organist played "Precious Lord" as a tribute to the late Dr. Martin Luther King, Jr.

Committee reports were continued from the first business session.

RESOLUTIONS:

The resolution on the Welfare Fund submitted by the Status and Welfare Committee of the Division of Administrators and Supervisors was presented in mimeographed form to the Delegate Assembly.

It was moved by Mr. Mask and seconded by Mr. Muldrow that the resolution be adopted. The following discussion ensued. Will educators who are not members of NCTA be eligible for assistance? Will individuals who have not contributed \$15.00 be eligible? Mr. Dureen moved and Mr. Hollings-

worth seconded to amend the motion to insert the word "Negro" Educators in the resolution. The motion was defeated. A substitute motion by Mr. Boone that only persons paying \$15.00 will be eligible for assistance was seconded by Mr. Turner. The substitute motion was defeated after a lengthy discussion. The original motion was then voted on and carried. The resolution on Welfare Fund will be Resolution XIV.

The resolution on Open Housing was submitted in mimeographed form by Mr. John H. Lucas. After deleting the words "in reality" in the first statement, it was moved by Mr. Harris and seconded by Mrs. Henry that the resolution be adopted. The motion was carried and the resolution will become Resolution XV.

A resolution submitted by Mr. W. O. T. Fleming, Mrs. Bernice T. Graham, Mr. B. N. Cook and others in appreciation for the leadership of Dr. Martin Luther King, Jr. was presented by Mrs. Graham. It was moved by Mrs. Graham and seconded by Mr. Muldrow that the resolution be adopted. The motion was carried. Mr. Cook was delegated to collect the contributions.

REPORT OF THE NCEA— NCTA LIAISON COMMITTEE:

It was moved by Mr. Barber and seconded by Mr. Clark that the recommendations of the NCTA Board of Directors along with the recommendations of the Northeastern District for merger of the NCEA and the NCTA be used as a working paper by the Liaison Committee. The motion was defeated.

Mrs. Libby Koontz moved and Mr. Davis seconded the motion that the recommendations of the NCTA Board of Directors be considered item by item and disposed of singly. The motion was carried.

Item I—Name of the New Association

The Board recommends that the name be different from the name of either organization. (Leave to Liaison Committee).

Item II—Effective Date of Merger

That the date shall not be later than September 1, 1969. The motion was carried.

Item III—Officers of the Association

Change vice-president to vice president - president-elect. At the end of the first year the vice-

president - president-elect shall become president with the stipulation that the office of president shall rotate between the Negro and white members.

Item IV—Board of Directors

This item precipitated much discussion.

The Board of Directors recommended that there be permanent guaranteed representation. The delegates from the Southwestern District recommended that representation on the Board of Directors for a period of five years, shall be on the basis of equal representation of members of the two organizations.

The Northeastern District recommended that the representation on the Boards, Committees, Commissions, etc. shall be on the basis of ratio of children of school age according to ethnic groups.

Mr. Hollingsworth of Fayetteville made the following motion which was seconded:

Membership of Negroes on the Board of Directors and all other committees at the state level should be in proportion to the ratio of total Negro student enrollment to that of white students in the public elementary and secondary schools of North Carolina. Further that this right of representation shall be open to any other racial group upon request.

Before this motion could be carried Mr. E. B. Palmer, executive director, called for an emergency meeting of the Board of Directors. Meanwhile a delegate secured the floor and made the following statement to the assembly:

"The situation outside is not getting any cooler. The road is blocked by Shaw students and the police and National Guard. Students are yelling, "Come out and join us or we are coming in."

Mr. Palmer then announced the Board of Directors' recommendation that the meeting adjourn for the safety and best interest of all concerned. He further raised the question as to whether or not the delegates wanted to go outside and join the demonstrators. No discussion followed, although it was impossible to complete discussion of the merger proposals.

A motion was made to accept the Board of Directors recommendations for merger along with those of the Northeastern District, and the Southwestern District as basis for developing the terms of merger.

The delegation voted to accept the boards recommendation to adjourn.

Highlights of the 87th Annual Convention



TEACHING AND POLITICAL EDUCATION — Dr. Samuel M. Nabrit, speaker for the First General Assembly spoke on the subject "Teaching and Political Education." He dealt with the gigantic problems of the ghetto school, and how Negro educators must work to solve these problems, "with renewed zeal and a type of creativity yet undreamed."

He suggested development of preschool education for children and families and use of "new curriculum materials which are related to ghetto communities in which all of the symbols are not middle class ones" and "newer teaching procedures which are designed to involve more independent discovery and develop thinking abilities which our older rote methods did not emphasize."

He also urged a "new kind of public education for the public power structure . . . a political stance for the teaching profession in which some leverage is possible because of your special educational competence."

Negro teachers, said Nabrit, have "the most difficult job in today's society." They have the "difficult task of teaching in such a way as to evoke pride in minimal accomplishment and motivation toward maximum achievement."

The Negro, he said, "can ill-afford to isolate himself from the cultural advantages of the American civilization because he fears either his ability to compete or that he will be reminded of his race by racists."



MRS. RUTH B. JONES, Presiding



Dr. Samuel M. Nabrit, Executive Director, The Southern Fellowship Fund, Atlanta, Georgia, who spoke at the First General Assembly, Thursday night, and Mrs. Ruth B. Jones, Vice President NCTA discuss the progress of the Convention as Dr. Elizabeth D. Koontz looks on.



DELEGATES REGISTER FOR 87th ANNUAL CONVENTION — Delegates upon registering at the 87th Annual Convention receive identification material and kit.



IN CONCERT

These are the members of the Shaw University Choral Society, under the direction of Mr. Hubert Walters who gave a superb performance on Thursday night at the 87th Annual Conference.



THE CLASSROOM TEACHERS DISCUSS MERGER

Mrs. Mae Sue Henry, President of the Association of Classroom Teachers, led the First Divisional Open Hearing of the ACT in a discussion on the plan of merger. Seated left to right are other officers of ACT, Mrs. Bertha J. Echols, Vice President; Mrs. Vivian Diggs, North Central District Director; Mrs. Ruth B. Jones, Vice-President NCTA; Mary E. Venable, President-Elect Association of Classroom Teachers; Mrs. Edna C. Richards, Executive Secretary ACT and Mrs. Henry.



"OUR LADY IN EDUCATION"

Dr. T. Guy Phillips, candidate for State Superintendent of Public Instruction, adorns "Our Lady in Education" Dr. Elizabeth D. Koontz, President-Elect of the NEA, who served as one of the principal participants at the NCTA convention.



NEA CONSULTANTS

Mrs. Edna Richards, ACT Executive Secretary, pins corsage on Gil Sanchez during the NCTA Convention. Sanchez was to serve as consultant for the section on Teacher Aides and Attendance Counselors. Looking on are Dr. Irva Mae Applegate and Dr. Elizabeth Koontz.



BANQUET SPEAKER

E. B. Palmer, Executive Secretary NCTA, emblemizes Dr. Irva Mae Applegate, who was to have been the ACT Banquet speaker prior to discontinuation of the NCTA Convention. Dr. Applegate is Immediate Past President of the NEA.



MERGER PLAN RECEIVES MUCH DEBATE

Mr. J. R. Taylor, delegate, speaks of merger plan during the business session of the 87th Annual Convention.

87th ANNUAL CONVENTION (Continued)

On Saturday, May 18, the 87th Annual NCTA Convention was continued at Hammocks Beach, Swansboro, N. C. Listed below are some items that were discussed. A detailed report will be given in the October issue of the N. C. Teachers Record.

SECOND GENERAL ASSEMBLY

The minutes of the second business session of the April 5th meeting were read by the secretary. The minutes were accepted as read.

The proposals for merger of the NCTA and the NCEA as recommended by the Board of Directors were then presented for further discussion and acceptance. Items 1, 2, 3, had been passed by the delegate assembly at the Raleigh meeting.

Item 1: A name different from either present organization.

Item 2: Effective date of merger September 1, 1969—Accepted

Item 3: Change Vice President to President-Elect.

Item 4: Board of Directors:

A substitute motion on this item was made by Mr. B. N. Cook and seconded by Mrs. Willie McKiver that there be permanent guaranteed equal representation on the Board of Directors.

The substitute motion by Mr. B. N. Cook was unanimously carried.

Mr. John Lucas stated that he was in full accord with the motion but he wanted to ask one question — If the representation is not equal then there will be no merger? A loud YES — NO MERGER!

Resolutions Adopted at the

Submitted to the 87th Annual Delegate Assembly

April 4-5, 1968, and adopted.

Resolutions are designed to serve as the law and guiding principles of the Association within the frame work of the Association's Constitution. Once adopted by the delegate assembly, such resolutions stand in force as the official position of the Association, until action is taken by the delegate assembly to change or delete the existing position. With this point of view established, the Resolutions Committee submits the following resolutions and platform for the consideration of and adoption by the Eighty-Seventh Annual Delegate Assembly of the North Carolina Teachers Association on the 4th and 5th day of April in the year of our Lord nineteen hundred and sixty-eight.

I

DESEGREGATION OF

PROFESSIONAL PERSONNEL

WHEREAS: Many Negro Teachers are subject to the loss of positions because of the redistricting of student populations within the various city and county administrative units, due to consolidation and desegregation of schools; and,

WHEREAS: An apparent trend towards the complete elimination of the Negro Administrator and Supervisor is evident, when schools are desegregated; and

WHEREAS: The North Carolina Teachers Association is dedicated to the protection of its members; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association calls upon the U. S. Office of Education, local boards of education and all involved persons to adhere to and implement the Revised Guidelines.

BE IT ALSO RESOLVED: That every administrator, supervisor and classroom teacher of the NCTA avail himself individually or collectively, if necessary, to serve as plaintiffs in court action should they become victims of such discriminatory practice or unfair treatment.

II

NATIONAL TEACHER EXAMINATION

WHEREAS: The State of North Carolina requires the use of the National Teacher Examination as a determinant for teacher certification; and,

WHEREAS: The National Teacher Examination is used to determine group salaries in North Carolina; and,

WHEREAS: The present use of the National Teacher Examination is designed to racially discriminate against the Negro educator; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association opposes the present use of the National Teacher Examination in North Carolina.

BE IT FURTHER RESOLVED: That the Association work unceasingly to have the National Teacher Examination eliminated as a determinant for certification and/or salaries.

III

PROFESSIONAL SANCTIONS

WHEREAS: The North Carolina Teachers Association accepts the definition of sanctions as "the process of bringing the influence of the total profession to bear upon an individual or agency responsible for policies or practices that are clearly detrimental to the welfare of the school systems;" and,

WHEREAS: The Association believes that a violation of sanctions by a member of the educational profession is a violation of the Code of Ethics of the Education Profession; and,

WHEREAS: Members of local associations have felt the pressure of having to make immediate decisions for which they are not prepared; therefore,

BE IT RESOLVED: That the Association urges the local and the state association to be cognizant of the procedure outlined by the National Education Association in "Guidelines for Professional Sanctions" in order that application of Sanctions may follow a pattern approved by the profession.

87th Annual NCTA Convention

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association strongly advises all local associations not to enter into the invoking of Sanctions without the consultation of its State association.

BE IT ALSO RESOLVED: That the Association recommends, that the National Education Association continue to define "Guidelines for Professional Sanctions."

IV

PROFESSIONAL NEGOTIATIONS

WHEREAS: The educational programs of our State continue to show the need for the total involvement of the total profession; and,

WHEREAS: The American Association of School Administrators and the NEA Department of Classroom Teachers have jointly agreed, that bargaining for fringe benefits, salaries, supplements, written personnel policies, curriculum, etc., be entered into at the local level between classroom teachers, administrators and boards of education; therefore,

BE IT RESOLVED: That Professional Negotiations be established at the local level between classroom teachers, administrators and boards of education.

V

MERGER OF

PROFESSIONAL ORGANIZATIONS

WHEREAS: The establishing of one strongly united professional teachers association in North Carolina is desirable; and,

WHEREAS: The delegate assemblies of 1965, 1966 and 1967 have endorsed the idea of merging the NCEA and NCTA; and,

WHEREAS: The Liaison Committee of NCEA and NCTA have sent forth a plan for terms of merger; and,

WHEREAS: The merger of the Association in North Carolina affects each member individually and collectively; and,

WHEREAS: One of the problems identified with the unification proceedings in other states is the failure to closely analyze the terms of that unification by all members concerned; therefore,

BE IT RESOLVED: That the delegate assembly of 1968 review and approve, alter or replan the proposed terms of merger. Whenever the plan is accepted, it should be submitted to the individual membership to be used in developing a local plan to be submitted to the Liaison Committee during the 1968-69 year.

VI

CITIZENSHIP ROLE OF TEACHERS

WHEREAS: The North Carolina Teachers Association believes, that every teacher has the right and obligation to be informed and active citizens; therefore,

BE IT RESOLVED: That the Association recommends, that every school system in its written personnel policies guarantee to all teachers full political equality with other citizens in the exercise of their rights in voting, discussing political issues, campaigning for candidates, running for public office or serving on Juries.

BE IT FURTHER RESOLVED: That the Association urges local associations, which have not done so, to conduct citizenship and political clinics.

VII

TEACHER CONTRACTS

WHEREAS: Tenure and fringe benefits are conducive to high teacher morals and a necessary sense of security; and,

WHEREAS: The present legislation in North Carolina only provides for the continuing contracts for teachers; and,

WHEREAS, The present continuing contract bill does not provide for job security; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorse legislation to the North Carolina General Assembly to provide tenure for teachers.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association encourage the members of the legislature to enact tenure laws which protect the job security of all teachers.

VIII

TEACHER INTERNSHIP

WHEREAS: Tenure for teachers is desirable; and,

WHEREAS: A period of time is necessary to assess the potential of a teacher; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association encourage local units to consider the area of Internship and Teacher Certification.

IX

PREDOMINANTLY NEGRO COLLEGES

WHEREAS: Predominantly Negro Colleges in North Carolina were created as a result of segregation; and,

WHEREAS: Predominantly Negro Colleges, with limited resources, have produced some of the nation's most outstanding citizens including businessmen, lawyers, doctors, teachers, et. al.; and,

WHEREAS: There has been a recommendation, that Predominantly Negro Colleges in North Carolina be closed since Negroes can now go to other State Institutions; and,

WHEREAS: Close cooperation between the faculties and staffs of the Predominantly Negro Colleges and the professional education associations is necessary to resolve this and other problems; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association recognizes the past and future potential contributions of the Negro Colleges and therefore, goes on record as opposing the closing of Predominantly Negro Colleges and law schools because of desegregation.

BE IT FURTHER RESOLVED: That the Association exert every effort to influence the legislature to provide sufficient funds to up-grade and equate the Predominantly Negro Institutions with all other state supported institutions of Higher Education.

BE IT ALSO RESOLVED: That faculty and staff members of the Predominantly Negro Colleges be urged to join their local, state and national associations.

X

TEACHERS LOAD - TEACHER ASSIGNMENT

WHEREAS: Additional responsibilities are being placed upon teachers and consequently teachers are overburdened with large classes, co-curricular activities and clerical details and it is increasingly difficult to insure an effective teaching - learning climate; and,

WHEREAS: The North Carolina Teachers Association is an integral part of the United Forces for Education; and,

WHEREAS: Our representatives have jointly developed the 1968 UFE Legislative program; and,

WHEREAS: We believe that the UFE 1968 Program is very sound and feasible, therefore,

BE IT RESOLVED: That the North Carolina Teachers Association fully endorses the total UFE Legislative Program for 1968-69.

XI

SABBATICAL LEAVE

WHEREAS: The North Carolina Teachers Association believes, that teachers need to up-grade their academic training; and,

WHEREAS: If it is found, that with the flexible school schedules, and insufficient amount of time is available for educators to do depth and broad scale studying during the regular session of school or the summer months; and,

WHEREAS: The Association believes, that under certain conditions and with the proper approval by the school board and administrators, educators should be granted Sabbatical leave; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association urges all boards of education to provide Sabbatical leave for its professional personnel.

BE IT FURTHER RESOLVED: That the Association recommends, that a minimum of 50% of the educators salary be paid during this leave.

XII

FEDERAL AID TO EDUCATION

WHEREAS: A large degree of poverty exists in many of the school communities of North Carolina; and,

WHEREAS: Locally appropriated funds have not been sufficient to develop the complete program of education in all schools in North Carolina; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association fully endorse increased categorical federal aid to education; and,

BE IT FURTHER RESOLVED: That local units become fully informed on the laws governing the guidelines of the Federal Government, and local school administrative units be encouraged to follow the guidelines of the Federal Government in the distribution of all funds.

XIII

THE HAMMOCKS

WHEREAS: The Hammocks Beach Property has been held in trust primarily for the use and benefit of the members of the NCTA for 17 years; and

WHEREAS: Minimal progress in the development of the property has been realized during all these years; and,

WHEREAS: This property is now and will continue to be at the disposal of the teachers for development; and,

WHEREAS: Further development of the property is essential, in order that the teachers may enjoy the Hammocks abounding resources; therefore

BE IT RESOLVED: That the NCTA membership endorse and support the plans for the development of the Hammocks as presented by the NCACT Board of Directors.

XIV WELFARE FUND

WHEREAS: It is evident, that the arbitrary dismissal of Negro Teachers and the elimination of Negro administrators and supervisors occurs when schools are desegregated; and,

WHEREAS: It is probable, that the North Carolina Teachers Association will not exist after September, 1969; and,

WHEREAS: It is evident, that a sustaining fund needs to be continued to provide for legal and technical assistance for minority group educators after merger; and,

WHEREAS: It is evident, that we need to build up this fund beginning immediately; therefore,

BE IT RESOLVED: That the members of the North Carolina Teachers Association make an annual contribution of fifteen dollars (\$15.00) per member, payable in October of each year.

BE IT FURTHER RESOLVED: That this money be sent to the **NCTA DuShane Defense Fund** — Mrs. Edna C. Richards, and, that the name of this fund be changed. (In accordance with legal-advice).

BE IT FURTHER RESOLVED: That this fund continue to be separate and apart from any other fund in existence and not a part of the NCTA assets; to be used exclusively for the welfare of North Carolina Educators.

BE IT FURTHER RESOLVED: That this fund be administered by the State Professional Rights and Responsibilities Commission during the last year before merger. Upon merging, this fund is to be administered by a board of trustees composed of the following: (under guidelines that

would be in the hands of unit presidents and principals).

1. The outgoing district presidents of the Association of Classroom Teachers.
2. The present members of the Status and Welfare Committee of the Division of Administrators and Supervisors.

BE IT FURTHER RESOLVED: That the Welfare Fund should not get involved in expense accounts of members of the administering committee. (It is felt that local groups would be honored to take care of same — source, local teachers associations, P.T.A.'s, etc.).

BE IT ALSO RESOLVED: That when this fund is no longer necessary and the Board of Trustees is to be dissolved, the remaining funds are to be distributed between the NAACP Legal and Educational Defense Fund and the Hammocks Beach Corporation.

XV OPEN HOUSING

WHEREAS: Restrictive housing based on race, creed or nationality exists in the state of North Carolina.

WHEREAS: Open housing is closely related to wholesome educational opportunities.

BE IT RESOLVED: That the members of the North Carolina Teachers Association and its local affiliates push open housing legislation on local, state, and national levels which ensures the right of every citizen to live in the community or neighborhood of his choice.

XVI APPRECIATION

WHEREAS: The North Carolina Teachers Association has been signally honored by having had one of its members serve the high national office of President of the Department of Classroom Teachers; and,

WHEREAS: Mrs. Elizabeth Duncan Koontz has served in the above position with distinction, dignity and honor; and,

WHEREAS: The world is cognizant of the excellent job done in the capacity of President of the Department of Classroom Teachers, NEA; and,

WHEREAS: Mrs. Elizabeth Duncan Koontz has honored the NCTA by having been elected Vice-President - President-Elect of the National Education Association therefore,

BE IT RESOLVED: That the NCTA expresses its appreciation to Mrs. Elizabeth Duncan Koontz for having represented it and the Nation so well and pledge our wholehearted support.

XVII APPRECIATION

The North Carolina Teachers Association expresses its deep appreciation to its President, its Executive Secretary and his staff, the planning committees, the program participants, the City of Raleigh, the officials of the Sir Walter Hotel and the Wake County and Raleigh City Units of the North Carolina Teachers Association for their untiring efforts and unselfish services in making this convention a success.

XVIII IMPLEMENTATIONS OF RESOLUTIONS

WHEREAS: These resolutions express the desire of the members of the North Carolina Teachers Association for continued efforts in some areas and for new efforts in others; therefore,

BE IT RESOLVED: That the Assembly call upon the Board of Directors of the North Carolina Teachers Association to work unceasingly to see that these resolutions and past resolutions are implemented.

P L A T F O R M THE NORTH CAROLINA TEACHERS ASSOCIATION BELIEVES THAT:

I VOCATIONAL EDUCATION INDUSTRIAL AND VOCATIONAL SCHOOLS

Industrial, vocational schools and/or community colleges are being established through the state to provide training in skills related to employment in new industries developing in North Carolina.

The State Board of Education and other state and federal agencies concerned should provide for all qualified applicants in the respective areas to attend courses in these industrial units according to their residence and educational qualifications.

We urge the State Board of Education and other State and Federal agencies to make every attempt to seek out and hire Negro instructors in these Industrial, Vocational Schools and Community Colleges, and that 11 qualified applicants be considered for employment in such institutions, on all levels.

II KINDERGARTEN PROGRAM

There are differences in the maturity, economic, social and cultural background of beginning children.

Systematic training and guidance for the pre-school child is essential for future growth and development.

We urge the establishment of publicly supported kindergartens in the North Carolina Public Schools.

III PROFESSIONAL EXCELLENCE

A. Professional Growth

The North Carolina Teachers Association encourages the participation of teachers in the statewide in-service education program.

B. Inter-Visitation of Teachers

We recommend that local communities and the state promote programs of voluntary visitation and exchange of teachers so as to promote professional growth.

C. NCATE

We recognize the National Council for the Accreditation of Teachers Education (NCATE) as an accrediting agency for the teaching profession, and that the activities of the Council are restricted because of a limited staff and means. The North Carolina Teachers Association urges the National Education Association to give continued support to the NCATE so that it might extend its services to all institutions that engage in the training of teachers.

D. Self-Study and Accreditation

All agencies within the state should assume a greater role in working for accreditation of schools.

IV EQUAL OPPORTUNITIES

A. Equal Opportunities in State Government

The North Carolina Teachers Association notes with interest and concern reports of the limited number of Negroes employed in the State Government positions.

This assembly calls upon the president of the association to appoint a special committee (to include the Executive Secretary) to make a study of all state agencies to ascertain the number of Negroes employed in such agencies and in what positions, and to ascertain the hiring policies and practices of such agencies.

The committee should meet with the heads of state agencies, boards and commissions to become more intelligent about the area of work of each, to urge upon them equal opportunity policies where they do not now exist and to offer assistance in the implementation of such policies where they do exist and may otherwise be established.

B. Political Equality

Every teacher has the right and obligation to be an informed and active citizen, with full political equality in the exercise of his rights in voting and discussing political issues, and accordingly believes that American teachers in our schools should share the freedom of all citizens and inevitably varying opinions concerning public issues, and since the common good depends upon the free search for truth and its exposition, we urge all local units to work with local school boards of education in the formulation of policies to assure teacher equality in the exercise of their rights in voting and discussing political issues, and participating actively in the political and government-processes.

V

CODE OF ETHICS

The Association urges each local association to promote and implement the NCEA Code of Ethics of the Education Profession through study groups, workshops and similar media and develop uniform procedure for its enforcement.

VI

MERIT RATING

The Association believes, that evaluation for the improvement of instruction is a major responsibility of the teaching profession. It opposes and deplores subject rating of teachers as a means of determining teachers' salaries. The Association, in light of wide research believes, that such subjective rating stifles initiative, creates discord among members of the profession, thereby leading to inferior educational opportunities for the child in the public school.

The Association opposes the use of systems of rating in which subjective judgment becomes the basis of evaluation of professional performances for the purpose of determining salaries. It therefore, opposes the adoption or use of the Merit Rating System.

VII

FUTURE TEACHERS OF AMERICA AND STUDENT NATIONAL EDUCATION ASSOCIATION

WHEREAS: The Association reaffirms its belief in FTA and Student NEA organizations as a means of enhancing the teaching profession; and,

WHEREAS: The FTA and SNEA organizations are affiliated sections of North Carolina Teachers Association; therefore ,

BE IT RESOLVED: That the North Carolina Teachers Association urge all locals to support the State Programs in fostering such organizations as the FTA in the High Schools and the Student NEA in institutions preparing teachers respectively.

VIII

NCTA PROGRAMS

WHEREAS: The NCTA has and is offering and supporting many and varying programs; and,

WHEREAS: The NCTA strongly feels the worth and value of these program; therefore,

BE IT RESOLVED: That the local, district and state associations re-affirm, continue to support and participate in the following: Hilda Maehling Fellowship, NEA-NCTA Insurance Plans, NEA Mutual Fund, Credit Union, Hammocks Beach, National and State Officers, Leadership Conferences, State Workshops, Annual Conventions, The National Council of Officers of State Teachers Associations and the National Committee of Education for Human Rights.

IX

NORTH CAROLINA TEACHERS ASSOCIATION

A. Credit Union

The delegate assembly strongly re-affirms its faith in the NCTA Credit Union and strongly urges each member to make an investment therein in an effort to make ourselves, financially, more self-sufficient. In this connection this assembly strongly urges (1) that each member of the NCTA participate in the share-of-the-month plan which would commit each member to purchase a minimum of one share per month, (2) that each local unit of the NCTA establish a Credit Union Committee to promote the Credit Union, and (3) that principals work closely with their teachers and take the lead in joining and supporting the Credit Union.

X

NEA DUSHANE DEFENSE FUND FOR TEACHER RIGHTS

WHEREAS: The situation resulting from consolidation and desegregation of schools already consummated, has caused some teachers to lose their jobs; and,

WHEREAS: Some educators are dismissed or displaced on unethical and nonprofessional basis; and,

WHEREAS: The Million Dollar Fund has been changed to the NEA DuShane Defense Fund for Teacher Rights which is designed to provide legal and other necessary assistance to all qualified personnel who are displaced; and,

WHEREAS: The National Education Association through a proclamation, has declared May, 1968, as "TEACHER RIGHTS MONTH"; therefore,

BE IT RESOLVED: That local units continue to work diligently to promote and support the DuShane Fund for Teacher Rights.

BE IT FURTHER RESOLVED: That the NCTA declare May, 1968 as "TEACHER RIGHTS MONTH" in North Carolina.

BE IT ALSO RESOLVED: That every local unit NCTA be urged to include in its annual budget, an amount of at least fifty cents (.50) per teacher for the DuShane Defense Fund. Forty cents of this is to be sent to NCTA. The remaining ten cents (.10) is to be kept in the local funds for defense aid.

XII

PROFESSIONAL COMMITMENT

A. Support of Professional and Other Organizations

Since all members of the North Carolina Teachers Association derive benefits from their professional organizations and such organizations as the National Association for the Advancement of Colored People, the Legal and Educational Defense Fund, NAACP and the Southern Regional Council, and the teaching personnel for our group only improves its professional standards by full support of these professional organizations, the North Carolina Teachers Association will continue to urge all teachers to give financial and moral support to the local unit, the local Classroom Teachers Association, District Meetings and programs of NCTA, the Annual Leadership Conference, the National Education Association and other professional organizations.

We further urge each member of NCTA to support the NEA's membership goal.

B. Teacher Education and Professional Standards

Individual school faculties be encouraged to organize school workshops on actual classroom problems, rather than having teachers participate half-heartedly in programs suggested by others, which may not meet their needs.

Individuals selected to serve as consultants should be persons who can actually contribute to the group of participants, and, that all local units

of the North Carolina Teachers Association be encouraged to activate their TEPS committees.

These committees should be encouraged to study problems related to professional standards, the placement of teachers, preparation of teachers, and the problems of drop-outs in their local units.

XIII

ACADEMIC EXCELLENCE

A. College Entrance Requirements

All of the colleges in the state be urged to agree on a cutting score sufficiently high to insure standards of college work comparable to standards in other institutions of the same rank.

The North Carolina Teachers Association urges all colleges to adhere strictly to the score agreed upon in order to see that students put forth the maximum effort to improve scores rather than seek a college with lower requirements.

All high schools be informed of the Scholastic Aptitude Tests requirements and of the scores earned by their graduates in order that they may be inspired to insist on a higher level of achievement from graduates desiring to be recommended for college.

B. Education of Exceptional Children

There is an increasing recognition of the wide range of individual characteristics that prevail in every classroom, and some children differ to such a degree that special education classes are needed to meet their varying educational needs, abilities, and there is a definite lack of adequate facilities and staff personnel in most of our schools to meet the needs of those children who are retarded, non-educable, handicapped, and/or the many gifted children whose potentialities should be fully developed.

Programs to provide for these different needs should be provided for in all schools.

C. Drop-Outs In Public Schools

The North Carolina Teachers Association is dedicated to giving support to all social, civic, and professional organizations within the state working to keep our students in schools.

More attention be given to a meaningful curriculum and enlightened guidance efforts to meet the needs of all students so as to minimize drop-outs from the public schools.

NOTE: The above adopted resolutions and platform serve as the basis for the working program of the North Carolina Teachers Association for 1968-69 for local, district and state associations. Full implementation is encouraged.

The Report Of The Elections Committee

The elections committee, because of the discontinuance of the 87th Annual Convention was unable to give the results of the voting for NCTA Officers for 1968-70. It is proud to give you the winners at this time.



**MRS. RUTH B. JONES
PRESIDENT**



**JOHN HENRY WOOTEN, SR.
VICE-PRESIDENT**



**DR. NELSON H. HARRIS
TREASURER**



**MRS. EDYTHE ROBINSON TWEEDY
SECRETARY**

Teachers In Politics Weekend

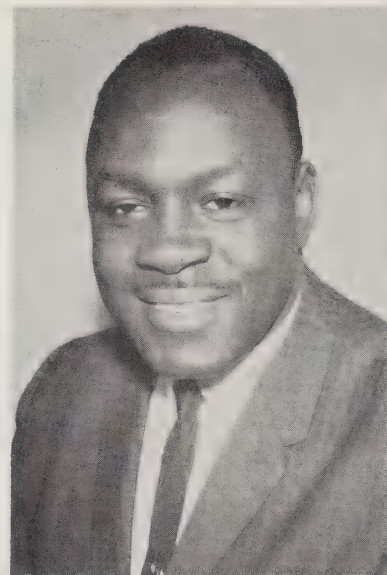
Mrs. Clayton, challenged teachers "to get into the political arena and to join the ranks of the decision makers instead of the decision implementors. That teachers have a right to be involved and ought to be involved." Mrs. Clayton was defeated in the May 4th primary.



WILLIAM J. MORRIS



MRS. EVA CLAYTON



F. D. McNEILL

Among some of the principal participants in "Teachers in Politics Weekend" observed during the NCTA 87th Annual Convention was Mrs. Eva Clayton, a candidate for the U. S. House of Representatives. Mrs. Clayton is a former elementary teacher. She resides in Warrenton.

Mr. William Morris, a secondary teacher, was a candidate for County Commissioner in Martin County. Speaking to the 87th Delegate Assembly Morris said, "It is time that teachers cease being afraid of the power structure and become a part of it by assuming their full citizenship responsibilities." Mr. Morris lost the election.

Mr. F. D. McNeill, Field Representative of the NCTA staff, was called for during the 87th Convention for remarks, but business of the Convention had him elsewhere.

McNeill won his post on the Durham County Board of Education receiving the highest number of votes of all candidates. CONGRATULATIONS!

Status Of Merger

By THE EXECUTIVE SECRETARY

Below is a resume of the Executive Secretary's

Report on the Status of Merger in North Carolina.

EARLY MERGER

Although much has been published in the news media about the North Carolina Teachers Association and the North Carolina Education Association merging September 1, 1968, this is not the case. While no authoritative body of the NCTA has ever agreed to such a premature merger, it is understandable why our counter-part association wants the record to read, that they have accepted the plan of merger and are ready to merge. All one needs to do is to read the publications of the NCEA and one will see such statements as recently released in its April, 1968 News Bulletin which encourages its members to look favorable upon the proposed constitution for the "new organization," since this constitution "contains essentially all of the provisions of the old NCEA constitution" and does not change anything basically about the NCEA's structure. One will then be able to better understand their readiness. To be factual, there is nothing in the total plan which changes anything basically about the NCEA, not even the **philosophy**. Is this the case with the NCTA? No! Is it that everything about the NCEA structure or operation is proper and nothing about the NCTA is correct? The writer thinks not.

It is the writers opinion, that our Board of Directors and our Delegate Assembly are correct in realizing, that in order for North Carolina to have one strong professional association representative of all educators in the state some complete changes need to be made in both present associations. The question now prevailing is, "If the NCEA is serious about merging with the NCTA, instead of absorbing it, is it willing to make the necessary agreements to effectuate a true merger? Or will its leadership hold to the position, "that this is all our members are willing to **give** to the Negro teachers"? Time will tell. Although there are many points in the plan which need complete revision, there are several points which are good and should remain. Men of "Good Faith" will work these out.

Where Are We?

The Liaison Committee has drafted several documents which have been released. These documents consist of the following:

- 1—The plan (with six items of clarification) (addendum)
- 2—Constitution
- 3—Staff structure (without any designation of individual assignment)
- 4—Budget (for first year's operation)
- 5—District re-organization map
- 6—Personnel Policies

One must keep in mind, that the Liaison Committee has no authority other than the power of recommendation to the two respective boards of the NCTA and NCEA. If one board approves and the other does not, no proposal is official. Of the above six items the NCTA Board of Directors has only approved the six items of Clarification and the District Re-organization map. Since the NCEA has, in essence, agreed to all of the above items, (except those items which, according to the present plan, would be voted on **after merger**), and the NCTA has not, North Carolina does not have a jointly agreed upon plan of merger. The NCTA Board of Directors made two other recommendations recently to the Delegate Assembly: They were:

- 1—That the merger of the NCTA-NCEA not come about in September, 1968, but by September 1, 1969. This was so recommended because of several things — (a). The terms and conditions of merger have not been agreed upon and (b). Neither the NCTA membership, nor the Board of Directors has had time to review and react to the several items coming from the Liaison Committee; (c). Many legal problems and legal involvements have to be settled prior to merger, and the NCTA has some special projects which it needs to complete prior to merger.

- 2—That certain terms in the merger plan be revised in accordance with specific recommendations found in the document which is located elsewhere in this publication entitled, "Recommendations of the Board of Directors."

THE DELEGATE ASSEMBLY

Although the Delegate Assembly did not complete the detail discussion on the plan of merger, it did make the following decisions:

- 1—That the date of merger would not be September 1, 1968, but by September 1, 1969.
- 2—That the plan be accepted with stipulated changes. These changes to be based on the recommendations of the following:
 - (a) The NCTA Board of Directors
 - (b) The Northeastern District
 - (c) The Southwestern District

The plan is to be revised by the Liaison Committee and brought back to the Delegate Assem-

bly for approval. The Liaison Committee members, NCTA, were directed to negotiate the wishes of the Delegate Assembly and not individual points-of-view. Since the Assembly adjourned before it could complete the discussion on merger, another session to complete same has been called for May 18th at the Hammocks Beach. Another meeting of the Liaison Committee is scheduled for May 24. When the Liaison Committee has revised the plan it will be reported to the membership for reaction.

It is encouraging to see, that the members of the NCTA are bent upon bringing about a merger in North Carolina which will be fair and representative of all members. One must remember that the only way this can be done is to stay united through "thick and thin" and to pay your membership dues to the United Profession through the North Carolina Teachers Association. Do not take this period of negotiations to belong to nothing. This reduces the bargaining strength of the NCTA. Pay early! Join with us and give your support to all our efforts and projects.

Letters To The Editor

Mr. E. B. Palmer, Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina

Dear Mr. Palmer:

Congratulations on the successful conference which you engineered in Durham, North Carolina a few weeks ago. You are a genius in doing worthwhile things.

I was delighted to have a part in the conference. Carry On!

Sincerely yours,
John W. Davis
Special Director
Teacher Information & Security

* * *

Dear Mr. Palmer:

Thank you for your kind letter on May 8th, 1968 congratulating me on my recent nomination as a candidate on the Winston-Salem/Forsyth School Board subject now to the General Election. I am enclosing with this communication a Biographical sketch and some campaign literature which may be helpful to you in the article which you plan to release in the October issue of **The Record** entitled "TEACHERS IN POLITICS." I am also enclosing a picture.

Sincerely yours,
George F. Newell

Dear Mr. Palmer:

When you asked me about contributing an article to the January, 1968 issue of **The Record**, I had no idea of the mammoth consideration you were giving me. Your generosity in the publication of "Science Students at North Carolina College and the NTE" has been one of the most gratifying compliments I have ever received.

In reference to the article itself, I hope that through the wide circulation of **The Record**, the article reached a few people who have the same feeling that I have about students becoming more intellectually involved. This was my feeling long before NTE and I believe that it will always be my feeling. Full development of intellectual potential is a big factor in our struggle for a place in the main stream of society.

I commend you on your masterful determination to point the way for the teachers of North Carolina and throughout the country. As you continue to join forces with other professionals of good will, we will see more and more of the "open door." The struggle must never cease. You must keep the inspiration and the strength.

Sincerely yours,
John L. Stewart
Acting Dean of Students
North Carolina College
Durham, North Carolina

Upward The Hammocks

LATER THAN YOU THINK

Mrs. Edna C. Richards, Executive Secretary
Classroom Teachers

As I sit here I find myself reflecting back nine years when I started working as a staff member of the North Carolina Teachers Association. I have seen the NCTA grow and develop in many areas. With some I have been very pleased; with some others I have not. I have waited to see what the members of the NCTA would do with something very important and valuable to us. What I have waited for has not materialized.

Because it has not materialized, the time has come for classroom teachers to assume the lead and responsibility in bringing to reality that part, that I have not seen grow, namely, "The Hammocks Beach." The Hammocks holds a very special place in my heart and needs to be developed to complete another program for the NCTA.

The decision on what to do with this property which two individuals gave to NCTA, namely Dr. and Mrs. Sharpe, is no longer a question. It was given in faith; faith in the members of the NCTA and in their ability to choose leaders; to organize efforts and to envision the future. To measure up to the expectations of these individuals the Association of Classroom Teachers is assuming the responsibility for initiating the construction efforts, and we need the cooperation of every NCTA member. Our plans are to BUILD! We will build some house-keeping units that will measure up to anyone's expectation; some that anyone will be proud of. Following our project, or along with our project, we believe other developments will come about.

In the remaining time we have for existence as an association, our professional organization will be challenged by many tests of its strength. While progress has been great — and we have much evidence to attest to this — problems still remain unsolved. Let us move forward with confidence, faith, understanding and good will, together, in an attempt to solve the problems before us.

Personally, I have the faith, that the teachers will rise to the challenge given us by our parent body and will count no cost too great to make the necessary commitment. In olden days, the building of a new house involved a public ceremony that was known as "Raising the Ridgepole." Today, it involves a private ceremony known as "Raising the Money." Are you with me?

GIVES ENDORSEMENT

Mrs. Elizabeth D. Koontz, Vice-President - President-Elect NEA and Past President of the NEA Association of Classroom Teachers gave her endorsement for the Hammocks Beach "Crash Program" being sponsored by the Association of Classroom Teachers, and was the first to give one hundred dollars (\$100.00) to start this development. Some of Mrs. Koontz's comments were: "I am proud of Hammocks Beach. One of my last requests of

the Association would be, 'Classroom Teachers get together, go to work now, and develop the Hammocks', I know you can develop it. I congratulate you on your stand — to build!"

TO CLASSROOM TEACHERS

Mrs. Mae Sue Henry, President, NCACT

The next year is very important to all of us. The members of the Board of Directors of NCTA have given us an opportunity to show what we can do with the Building Program at Hammocks Beach.

We are urging 1,000 persons, Classroom Teachers, Administrators, and Interested persons to give immediately (Not Pledge) \$100.00 each so that construction can begin. The plan calls for a cottage type unit.

By now most of you will have had an opportunity to see the model at Mini Pow-Wow.

I urge you to support the movement to eliminate the use of the National Teacher Examination score as a basis for teacher certification in North Carolina. Only 3 states now use this method of certification.

The merger plans for NCTA are progressing. Nothing has been said about plans for merger of Classroom Teachers Association.

There is concern about who will speak for and act for Negro teachers after merger. How will your cases and problems get to the proper sources for action? How do we keep in touch? The Hammocks Beach may be the answer to this concern.

Be sure to keep your Local Associations together and active. Libby will take the gavel on Friday Night, July 5, 1968, in Dallas, Texas. All of the next year she will reign as president of NEA. She will preside at the Annual Convention in Philadelphia, June, 1969. She still needs our support.

February 13, 1968

Mrs. Margaret Wilson
Route 1, Box 224
Kings Mountain, North Carolina

Dear Margaret:

It has come to my attention that the North Carolina Association of Classroom Teachers (NCTA, NEA) has launched an intensive project for the development of Hammocks Beach as a recreation center for educators in North Carolina and the nation. May I extend personal congratulations.

I shall always remember the workshop I attended in that delightful spot. The generosity of your association is most laudable in wishing to share with all classroom teachers the recreational opportunities and the serenity of that haven. The ancient Roman doctrine of a healthy mind in a sound body would certainly be consonant with the salutary setting of water, sun and sandy beaches of Hammocks Beach.

I certainly wish you Godspeed with your plans to modernize your island so that the concerns of classroom teachers can be met and dealt with in this relaxing area so conducive to creative and constructive thinking.

Sincerely yours,
Margaret Stevenson
Executive Secretary

Tri-State Conference Held

A Tri-State Conference on "The Treatment of Minorities in Textbooks and other Educational Materials" sponsored by the Professional Rights and Responsibilities Commission of the North Carolina Teachers Association in cooperation with The North Carolina Good Neighbor Council and Heritage Books, Inc. was held March 14-15, 1968, at the Jack Tar Hotel, Durham, N. C. Attending participants were from the states of North Carolina, South Carolina and Virginia.

Principal speakers for the conference were: Mr. Samuel B. Ethridge, Committee on Civil and Human Rights of Educators, NEA; Dr. John W. Davis, Special Director of Teacher Information and Security of the NAACP Legal and Educational Defense Fund; Dr. D. S. Coltrane, Chairman of The North Carolina Good Neighbor Council; Dr. Wyatt T. Walker, Assistant to the Governor on Urban Affairs, New York and Mrs. Elizabeth D. Koontz, President-Elect of The National Education Association.

A panel presentation on "The Inclusion of Minorities in Textbooks and Materials — Purpose, Problems and Prospectives" was discussed by panel members who included: Mr. Theodore B. Dotmatch, President, Pitman Publishing Company, N. Y.; Mr. James A. Gerow, Representative, Houghton-Mifflin Company, Burlington, N. C.; Dr. Helen G. Edmonds, Historian and Dean of the Graduate School, North Carolina College at Durham, N. C.; Dr. Raymond Stone, President of Sand Hills Community College; Dr. Frank H. White, Professor of History, A & T University, Greensboro, N. C. and others. Mrs. Ruth B. Jones, Vice-President NCTA, served as moderator.

The first such conference of this type to be held in North Carolina progressed with an air of excitement. Although attendance was not as many as had been hoped the attending delegates scurried to each event on the agenda with an enthusiasm that was felt by all, from the elaborate speech of Dr. John W. Davis who spoke of the "Sins of Omission of white authors who rob the Negro of his heritage, to the humorous speech of Dr. Helen Edmonds who spoke of authors who say that the Negro has contributed nothing to the American culture, or the ones who claim the Negro contributed all of it. Dr. Wyatt T. Walker, an eloquent gentleman, spoke at the Thursday night banquet on how the non-inclusion of the Negroes' History, his contributions and his ac-



NCTA Staff Members — L-R, Mrs. Clementine Parker, Secretary to the Executive Secretary; Mrs. Mary Martin, Secretary to the Executive Secretary Classroom Teachers; Mrs. Della Perry, Bookkeeper; and Mrs. Dolores Jones, Assistant Editor, register participants to the Tri-State Conference, on the Treatment of Minorities in Textbooks held in Durham, N. C., April 14-15. Participants were from North Carolina, South Carolina and Virginia.

complishments has robbed black boys and girls of the right to dream.

On the last day of the Conference we were honored to have Mrs. Elizabeth Koontz, who recommended that we not only work toward the inclusion of Negroes in textbooks and educational materials but all minorities.

Mrs. Velma Roland gave the wrap-up of the Conference, that brought delegates to their feet demanding that her entire speech be sent to the newspapers and news media over the country. Her speech is included in this section of the magazine.

As Mr. E. B. Palmer, executive secretary of NCTA, who was in essence responsible for having this conference brought to N. C., along with Mrs. Edna C. Richards, executive secretary ACT, Mr. Edward Thompson, vice president of Heritage Library and Mrs. Henrietta Hatton, chairman of the NCTA PR&R commission, gave his closing remarks, the delegation gave a burst of applause vowing to go to their home states and disseminate the vital information which they had gained, and requested that another conference of this type be held next year.



KEYNOTER — Dr. John W. Davis, Special Teacher Information and Security Agency in his remarks to participating delegates, educators, publishers and visitors stated that "In self-interest America has to grow up. There's no need to play with it." "The subject for which we are here," remarked Dr. Davis, "has had a build-up of 350 years, namely the treatment regarding people."

"We have," he said, "reversed the basic reason for coming to this country originally. The early settlers came to make a new life, to start a new country that would be different from the authoritarian background to which they had been subjected. This kind of thing has worried us to the point that we are here now. We have developed policies of segregation until we have developed 2 worlds or race in Modern America — separate and unequal."



Dr. D. S. Coltrane, Director of the Good Neighbor Council of North Carolina spoke to mixed audience. In his speech, Dr. Coltrane stated that "textbooks are the chief factors molding the thinking of our young people". He spoke in detail of the sins of omission and commission of white authors who write books which try to point up the inferiority of Negroes and show nothing of their accomplishments.



Rev. Wyatt T. Walker keynotes the banquet session of the Conference on the Treatment of Minorities in Textbooks and other materials. Rev. Walker in his speech stated that the non-inclusion of the Negroes' History, his contributions and his accomplishments has robbed black boys and girls of the right to dream.

The teaching of "pure Negro history" as a separate course is not the desirable solution to the problem. Yet, if no provisions are made to teach history from integrated textual materials, then schools should utilize existing competent supplemental textual materials published which reflect the accurate account of the true heritage of the Negro and other minority groups.



Dr. Elizabeth D. Koontz, speaker at the Luncheon held on Friday, April 15, challenged publishers to not only include the accomplishments of Negroes in textbooks but the history and accomplishment of all, Indians, Jews, and all minorities. Said Libby, "There should be a demonstrated concern by the participants which would lead to workshops and in-service training on the subject (treatment of minorities) since one can not teach what one does not know."



Dr. Wyatt T. Walker, pinpoints the highlights of the Tri-State Conference, as Dr. John W. Davis and Samuel Ethridge looks on.



Publishers offer their materials — Delegates look over the selections of books from one of the publishing companies that exhibited their selections of books and other educational materials which are for sale for school use.



Mr. James A. Gerow, Representative Houghton-Mifflin Company, Burlington, N. C., challenged publishers to present a fair and balanced treatment of all groups, especially in the area of social affairs.



Mr. Theodore B. Dolmatch, President of the Pitman Publishing Company, New York gave remarks. Said Mr. Dolmatch, "We should be offended by the material that is now presented. The situations presented in them are unreal." "The only way to get real books", stated Dolmatch, "is to choose them properly. They must be appropriate and current. You must break the bonds of state selection."



GROUP DISCUSSION — One of the group sessions that met to discuss the ways in which the problem of Treatment of Minorities in textbooks could be dealt with with success.



Dr. Wyatt T. Walker is surrounded by congratulatory persons and autograph seekers as he ended his dramatic speech at the Banquet, held Thursday night, April 14.

"RAP-UP"

By VELMA ROLAND

Below is the dramatic speech delivered at the conclusion of the Tri-State Conference held in Durham, April 14-15, 1968.

I hear voices; do you hear voices? The kind of voice that Palmer, Mac and Edna heard last year; a pathetic voice — begging them to help me. I hear strong voices — voices demanding this nation, this America, demanding you to change minorities from a small, ineffective, detached unit into a part of the mighty whole. Mr. Publisher, Mr. Politician, Mr. Executive, Mr. Educator; the task is yours — you must through the mass media of communication give minorities the incentive to become contributing citizens, competent workers, thoughtful and lucid human beings.

America can no longer talk from both sides of her mouth — a child indulges this. When America was a child — she saw as a child; she understood as a child; she wrote as a child. But now that America has matured, she must put away childish things. America can no longer advocate freedom abroad — while she condones social, economic, political, spiritual, and moral deprivations at home. America can no longer desire anymore for any other people than she is willing to give to her own.

Every word that a person reads links him with something or with nothing. This link must enrich life, enhance insight, and augment sensibility. If it does not, it lacks depth, meaning, and purpose.

Mr. Publisher, stand up — act! America will be helped most by men who dare take the necessary steps and not by those who merely talk about taking them. Accept your responsibility. To perceive what you must do and to neglect to do it is most disastrous.

Mr. Publisher, revise, correct, amend, make a clear title — a title, a content — not of separate entities; but of a multi-ethnic society facing life

naturally, joyously, and genuinely together, portraying a culturally — pluralistic people who have together made America abundant. I dare you!

Mr. Educator, stand up and be counted! Are you equipped with the proper tools for teaching racial and cultural diversity? Do you accept the responsibility of enhancing the quality of education? Will you be receptive to these innovations? I dare you to utilize these new tools! Mr. Educator, books are for sale; what will you buy? I dare you!

Ladies and gentlemen, this is our bravest battle. We cannot lose; we cannot afford failure. We must eradicate distortion, lethargy, apathy, prejudice, fear, avarice, and hatred. We must not, during this crisis, abdicate responsibility. You have done with ground breaking and speculation on the treatment of minorities in the mass media of communication. Now all must be resolved into doing.

Are you aware that the cause of you today is not just the concern of minorities, but it is the very cause of America? Ours is a grave responsibility we must face it more genuinely than any other interest in our life. We can't run from it any longer; we can't hide from it any longer; we can't procrastinate any longer; we can't rationalize any longer. We can only act; America's very principles upon which she was built are shaking — shaking because in the past she has refused to admit that minorities share this rich land. She has refused to acknowledge that minorities work, live, play, love, think, plan, bleed, and die in and for this immense nation.

Mr. Publisher, Mr. Politician, Mr. Executive, Mr. Educator; Wake-Up! Shape Up! It's later than you think!

State of North Carolina

Department of Public Instruction

Minimum Scores Required on the National Teacher Examination in Connection with Teacher Certification in North Carolina.

Minimum Composite Score Requirements for Class A Certificates and Below as of July 1, 1967		Minimum Score Requirements for Graduate and Advanced Certificates as of July 1, 1967	
Class A and Emergency Ratings (Probationary)	875	Graduate	550
Class A and Emergency Ratings (Regular)	950	Advanced (Sixth-year)	625

The minimum scores listed above for the Class A Certificate and all certificates and ratings below Class A are composite scores on the combined common examination and the teaching area in which certification is sought. The minimum scores listed for the Graduate and Advanced Certificates represent scores that must be made on each part of the examination (common and teaching area).

POLICIES

National Teacher Examination Requirements are in addition to all other requirements for any certificate or rating and are applicable in adding to or changing the level of any certificate already held as well as for new certificates. However, seeking a change in certification status will in no way affect the presently held certificate or rating.

An applicant for a Class A Certificate must take a teaching area examination in each field in which certification is sought (if one is available). The applicant for an Emergency Rating must take a teaching area in the field in which he expects to qualify for a regular certificate. Only the Common Examinations are required of candidates in areas where a Teaching Area Examination is not available through the Educational Testing Service (475 for the Regular Class A Certificate and Emergency rating; 425 for the one-year Probationary Class A Certificate and Emergency rating). The State Board of Education reserves the right to require an acceptable score on a recognized substitute examination.

Probationary certificates and ratings are valid only for one year. If the holder of a probationary certificate or rating does not meet the minimum

scores within the specified time, his certificate status reverts to Nonstandard.

Examination scores must have been attained within ten years prior to the date of application for certification and the highest score attained is used when the candidate has taken the examination more than one time.

An unemployed applicant for a teacher's certificate at the Class A level or below who has met all certification requirements except for taking the National Teacher Examination will be issued a temporary teaching permit valid until the scores are available from the next administration of the Examinations following the issuance of the permit. A person employed as a teacher who has failed to apply for a certificate and who has met all certification requirements except for taking the National Teacher Examination will be eligible for a permit only until scores are available from the first examinations following the date of his employment. At the appropriate time a certification action will be executed in line with test results, and if a reduction is required, it will be made effective beginning with the expiration date of the temporary permit. If the action results in a higher certificate than specified by the permit, the salary adjustment will be made retroactive to the beginning date of employment.

Examination scores must be properly authenticated which means that they must be without any qualifications, reservations, or irregularities. Any certification action taken as a result of any examination score later found to be fraudulent shall become null and void.

All questions concerning the administration of the National Teacher Examination should be sent to the Educational Testing Service, Princeton, New Jersey.

Receive NEA Appointments

Dr. Sam M. Lambert, Executive Secretary of The National Education Association recently announced the appointment of three North Carolinians to key committee positions in the NEA. In his letter of invitation, Dr. Lambert said, "It is a pleasure for me to notify you that President-Elect Elizabeth D. Koontz invites you to serve as a member of the (committee listed below) beginning July 7, 1968, for a term of five years."

"Those who accept membership on the committee agree to give its affairs priority and to attend the regular meetings . . ."

The appointments were as follows:



Mrs. J. F. K. McCormick

Appointed to The Joint Committee of the National Education Association and National Congress of Parents and Teachers.

Mrs. McCormick is present state president of The North Carolina Congress of Colored Parents and Teachers.

A graduate of Fayetteville State College, Mrs. McCormick received her MA from Columbia University, N. Y. She is a member of the NCTA, NEA, National Association of Ministers Wives and serves as Vice-President and life member, Girl Scouts of America, Zeta Phi Beta, PTA, local, state and national.

She has been a teacher, supervisor, speech therapist, special education teacher and a member of the Advisory Council to the Governor. Mrs. McCormick now resides in Rocky Point, N. C.



Mrs. Ruth B. Jones

Appointed to The NEA By-Laws and Rules Committee. Mrs. Jones is President-designate of the NCTA.

Mrs. Ruth B. Jones, is a fifth grade teacher at the Baskersville School in her native home, Rocky Mount. She is an honor graduate of Elizabeth State College and did her graduate work at A & T College where she was inducted into Kappa Delta Pi, an honor society in education.

She has served NCTA in many capacities on the local, state and national levels and served as the North Carolina District Director of NCACT.

Mrs. Jones is the newly elected President of the North Carolina Teachers Association and will take over this position September 1, 1968. She served the Association well as its Vice President. Mrs. Jones is an active worker in her church and community.



Mr. E. B. Palmer

Appointed to The Joint Committee of The NEA and American Textbook Publishers Institute. Palmer is Executive Secretary of NCTA.

Mr. E. B. Palmer, a graduate of North Carolina College in Durham. He taught for four years at Little River High School, Durham, where he left at the age of 27 to assume principalship of Lakeview Elementary School, 1960-1964, a position he held until he assumed his present position as Executive Secretary of the North Carolina Teachers Association.

Palmer has received numerous awards and honors for his dedicated services to the profession. . . . Among them the Chairmanship of the National Committee of Educators for Human Rights, a position that had not been previously held by a Negro.

Report on Florida School System

Bay County: 118 teachers out. Board refuses to reinstate approximately 20 of these, therefore none will go back. The power structure would rather destroy the schools than let these 20 return.

Brevard County: 24 teacher will not be reinstated. B. Frank Brown, Superintendent, refuses to take these back; is Kirk appointee. Rather have union than professional education association.

Charlotte County: 65 teachers out. Superintendent Hugh Adams refused to do anything to help the teachers. Is also a Kirk man.

Citrus County: 43 teachers out. Board will accept them only on selective basis, placing them on annual contract only.

Collier County: 120 teachers. Board refused to negotiate. Superintendent John Roan is doing nothing to help.

DeSoto County: 17 teachers out. Will be taken back only on annual contract. This means eight (8) people will lose their continuing contract status.

Dixie County: 8 teachers out. Board does not want them back under any circumstances. There is no hope.

Duval County: 1,050 teachers out. Board refuses to take all teachers and administrators back with full status. Teachers being harassed by outside forces. Teachers who attended a meeting last Sunday in a church were fined for parking on the street even though it was not posted as a no parking zone.

Escambia County: 1,150 teachers out. The power structure will not let the Board negotiate. The teachers are persisting. The schools are in utter chaos, but press reports say schools are operating normally. All schools are open.

Gadsden County: There are two classroom teachers out and they have been told to get out of the County.

Hardee County: Six people out; four principals, two supervisors. Superintendent Fapp and Board will not rehire under any circumstances.

Hernando County: 22 teachers out. Board refuses to act.

Highland County: Three teachers out. The Board does not want them back.

Hillsborough County: 120 teachers out. Superintendent Ray Shelton is making it difficult for teachers and administrators to return. All administrators are being rejected or put into classrooms as teachers.

Holmes County: 40 teachers out. Board doesn't want teachers back.

Jackson County: 30 teachers out. Board voted 5 to 0 to refuse to reinstate them.

Lake County: 90 teachers out. Superintendent Jack Morgan refuses to recommend reinstatement of these teachers to the Board. Board voted 3 to 2 against reinstatement.

Lee County: 385 teachers out. Are negotiating; will be resolved by Friday, March 15.

Leon County: 238 teachers out. Board and teachers negotiated but no conclusion as to actual reinstatement at this time.

Madison County: Two teachers out. Superintendent Griffin Bishop refuses to rehire these two.

Martin County: 23 teachers out. These can come back on annual contract only and then selected as determined by Superintendent.

Okaloosa County: Teachers back in, but Superintendent conducting severe witch hunt. Recently, at one school where teachers went back, they were given corsages by a parent. Another parent on the other side discovered this and sent corsages to those teachers who stayed in. The principal did not pass these out for two hours, and was severely reprimanded by the Board. Teachers continue protest through Professional Rights and Responsibilities Committee.

Okeechobee County: 43 teachers out. School Board walked out of meeting with association and parents and refused any action. Superintendent reportedly favors double sessions.

Osceola County: Four teachers out. Board will not reinstate them. Two principals demoted after being reinstated.

Palm Beach County: 885 teachers out. Board will accept them on an individual basis; annual contracts and no administrators.

Pasco County: 140 teachers out. Superintendent Chester Taylor and Board members refuse to accept teachers back.

Pinellas County: 1,480 teachers out. Board wants the association disbanded, all communications to go through building principals. No professional negotiations. Superintendent is uncooperative.

Polk County: 13 teacher leaders out. Being attacked by principals and supervisors who refuse to let them come back to their original positions in an agreement worked out with the Board of Education.

The 1969 Legislative Program

OF THE UNITED FORCES FOR EDUCATION

1. Salary Increases

A schedule of \$6,000 to \$12,000 for teachers, with comparable increases for other professional personnel. The salaries would be based on an index salary schedule developed by the profession.

Children deserve — they must have — the best teachers. For the sake of boys and girls, let's stop talking about paying salaries equal to the national average — let's do it. We are kidding ourselves if we think we can compete for the best teachers with our present salary schedule. We can't even compete in our region with our present schedule.

2. Summer Programs

Kindergartens
Enrichment
Remedial
Vocational

Children don't stop learning in the summer. Travel, jobs, play, or even school provide learning opportunities. Sad that a child can find a job easier than he can find summer schooling. All children don't need twelve months of school, but for the slow learner, the fast learner, the non-college bound, and especially for the pre-schooler, summer programs are a must at this time.

3. Additional Special Personnel

2,000 —
Teachers
Teacher Aides
Clerical Assistants

You can:

- Put off a pile of paper work
- Take a break when the roof threatens to cave in
- Leave the dishes until tomorrow
- Write checks for yesterday's bills tomorrow

Yes, you can if you aren't a teacher. Too many pupils, too much paper work, no breaks, no planning time — result in too little effective teaching time, and children pay the price. A few additional personnel will protect the present great investment in education by reducing class size and giving the teacher time to teach.

Putnam County: 90 teachers out. Superintendent wants the teachers to sign resignations which he will hold and activate at any time he sees fit.

St. Lucie County: 200 teachers can come back on annual contract only, with no administrators.

Santa Rose County: 215 teachers out. Can come back through individual applications only, with no administrators.

Swansee County: 40 teachers out. Superintendent Henry Folsom is the real problem. Teachers in school circulating petition in support of teachers who are out. Superintendent stopped all action on this petition.

Volusia County: Teachers are half in and half out because principals are refusing to take teachers back in their original positions.

Wakulla County: 19 teachers out. Superintendent is trying to get them back in. Board is split over teachers return.

Walton County: 36 teachers fired. Superintendent does not want them back under any circumstances because they dared to speak out.

Broward County: 73 teachers out. Board refuses to take them back.

36 counties have problems affecting about 7,000 instructional personnel.

Three Victories But The Battle Is Not Yet Won

Recently, what is believed to be the first Negroes to be named as principals of predominantly white schools in North Carolina, was announced by the High Point City Board of Education, and the Charlotte-Mecklenburg Board of Education. The appointment of S. E. Burford, principal of the William Penn High School since 1933, was announced first. The 62 year old educator will head the Wingate Andrews Senior High School next fall. The 575 pupils and 28 faculty members of the William Penn High School will be absorbed into other high schools throughout the city.

Burford, a native of Lynchburg, Virginia received his master's degree from the University of Michigan. His appointment had drawn considerable debate for the past two years. In a recent news release, written by Ray Hubbard of The High Point Enterprise, April 19, 1968, the following account of this debate was given:

"NEGROES BACKING BURFORD"

Concern by the High Point Negro community over the assignment of S. E. Burford, principal at William Penn High School, has been growing ever since the closing of that school was announced two years ago.

Active debate of the problem has been going on for more than six months among Negro groups.

Spokesmen in the Negro community have appeared at small gatherings among whites and made known that they wanted Burford to be named T. Wingate Andrews principal.



Mr. S. E. BURFORD

Principal of William Penn High School

On at least one occasion, a small group of Negro leaders met with Dr. Dean B. Pruette, superintendent of schools, last December and discussed the issue. Apparently, Pruette made no commitments at that time, but he reportedly told the group that he was under pressure from several groups and would give full consideration to all sides.

Reportedly, Pruette told the Negro leaders that the Negroes and white liberals wanted Burford named to Andrews, but that the white conservative element in the city was strongly opposed to it.

E. B. Palmer of Raleigh, executive directory of the North Carolina Teachers Association, said here last fall that more positive action must be taken in the problem of absorbing the Negro principals into integrated schools or the question will end up in the courts.

Palmer, here to address the Piedmont District of the Negro teachers group, said that the Negro principal is the big loser in school integration.

He indicated that the matter was to be of prime concern during this year and that NCTA had the backing of the National organization and financial aid of the National Association of Colored People.

He said at that time that he hoped that NCTA could work with school boards in getting fair treatment for Negro principals displaced through the closing of all-Negro schools.

It is uncertain how the NCTA will view the proposal.

Though victory has been realized in the above three instances, we are a long way from winning the battle. The NCTA will not rest until the problem of eliminating Negro educators from administrative positions is resolved. These beginnings are encouraging.

Setting The Record Straight

Presented By

ROBERT L. DAVIS, JR., President

Charlotte-Mecklenburg Teachers Association

The president of the Charlotte-Mecklenburg unit of the NCTA, Mr. Robert L. Davis, charged in a recent news report that the Classroom Teachers Association (CTA) is misrepresenting their Negro teachers.

"They have requested that we sign away our rights to them to speak and act for us," says Davis, "this we will not do, this we cannot do."

Davis, assistant principal of Williams Junior High, spoke to members of the school board concerning a CTA questionnaire distributed to members of his faculty, which contained a signature space and a statement authorizing the CTA to "speak and act" on behalf of the signer. Below is the speech he delivered.

Mr. Chairman, Members of the Budget and Finance Committee, Members of the Board of Education, Ladies and Gentlemen, yesterday afternoon at a 4:00 P.M. meeting of the Advisory Board of the Charlotte-Mecklenburg Unit of the North Carolina Teachers Association and the Mecklenburg Association of Classroom Teachers, I was mandated to draft this position paper.

We are in a precarious position of perhaps being mis-understood. So before I begin I would like to make it crystal clear that: We want the Index Salary Schedule as proposed to receive top priority. We want Fringe benefits. We had members of our associations to work on these committees and to help prepare these proposals. So let no doubt be in your minds — We want these and are willing to support these in every way possible.

However, the Charlotte-Mecklenburg Unit of the North Carolina Teachers Association and its affiliate, The Mecklenburg Association of Classroom Teachers would like for the record to show that we have not abdicated our organizational strength or position to the Classroom Teachers Association of the Charlotte-Mecklenburg School System. We have not authorized them to speak for us in our behalf on salary proposals or fringe benefits or any other matters.

The elected leadership vigorously oppose the implications that we lack the will, integrity, or professional know how to work for the welfare of the 635 plus Negro teachers in the Charlotte-Mecklenburg Unit of the North Carolina Teachers Association.

Approximately three years ago we helped to establish the Professional Study Group which was made up of the: Charlotte-Mecklenburg Teachers Association, the C. M. Unit of NCEA, the Meck-

lenburg Association of Classroom Teachers, The Charlotte Teachers Association and the former County Teachers Association. This group was designed to work together on common causes of the five major professional organizations and had reached a point where, for the last two years, we had stated or implied that it would serve as the negotiating body for all professional organizations of the Charlotte-Mecklenburg School System.

In fact this Professional Study Group represented us last year and the year before at this very budget work session. To our knowledge this did not change with the merger of the former white City Teachers Association and Mecklenburg County Association.

Our groups have been represented on the Salary Study Committees; The Fringe Benefits Committees, Personnel Policies Committee, etc. — but always they represented us through the Professional Study Group.

I would like to make it very clear: We worked the Index Salary Schedule as presently proposed — We worked on this — We want the Fringe Benefit Program. We also lent leadership there. We want everything professionally that C.T.A. and N.C.E.A. want. But we want to be an autonomous body to represent the Negro teachers of the Charlotte-Mecklenburg School System who elected us to look after their welfare.

The Charlotte-Mecklenburg Unit of the North Carolina Teachers Association and the Mecklenburg Association of Classroom Teachers have a rich heritage of professional excellence.

We have just held our 87th Annual Convention at Raleigh, North Carolina. We have endorsed the idea that we merge with our white counterparts on or before September, 1969.

But until merger on the state level becomes a fact —we will continue to work through our Professional Study Group or alone, to foster Professional Programs for the teachers and children of our system.

There have been times when we know that we have been mis-represented by C. T. A. They have sent questionnaires to members of our associations who are not members of C. T. A. and have requested that we sign away our rights to them

to speak and to act for us. This we will not do, this we cannot do.

High pressure may gain immediate objectives for the schools, and the teaching profession, but the achievement involves the risk of their incurring the distrust and suspicion of the community as a whole. The long-term objectives of the teaching profession are jeopardized by the side effects of short-term pressure tactics.

Personally, we want no part of it!

Wants History

To The Goldsboro News-Argus

Wake up North Carolina.
Wake Up America.

We have been sleeping too long in regards to some vital information in our textbooks.

How do all children feel when they have completed a history textbook on American Civilization and no information in this book about Black Americans? We hope that North Carolina will take the first step to make our textbooks integrated texts.

Textbooks have failed to give a true picture of the American Society in reference to the Blacks of America.

Just recently the NEA reported that over 600 million books are read annually and there is no concept of what the American Negro has achieved.

Present the whole America to the children.

Include all minority groups who helped to build America.

All people are in a normal flow of our lives each day.

Why not Goldsboro in your untiring efforts for accreditation of your schools, replenish your library shelves with a Negro Heritage?

Mrs. A. W. McKinnie

HAMMOCKS BEACH CORPORATION

REGULAR ACCOUNT

Treasurer's Report for period January 1, 1967 through December 31, 1967
Balance forward—January 1, 1967 \$ 1,412.34

RECEIPTS

Capital Funds—transferred	\$3,500.00
NCTA—3/27 2nd payment on 1966-67 appropriation ..	1,000.00
Chance Tickets for Car-Give-Away	3,182.51
Rental of Cabins	788.45
Miscellaneous (Nov. 6 deposit)	119.75
	<u>8,590.71</u>
	\$10,003.05

DISBURSEMENTS

Carolina Tel and Tel Co.	\$ 300.73
Carolina Power & Light Company	713.01
W. R. Collins (Regular-1.900 — Extra-526.03)	2,426.03
Taxes: Personal-252.32; Realty-393.75	646.07
Insurance	1,163.00
U. S. Stationery Co. - pencils and refills	56.42
Rhue Hardware Company	30.50
B & H Printers - tickets	145.25
A. C. Crowder, Sr. (50 letters and postage)	2.86
Publicity: Irving-Swain-52.55; J. D. Hinton-92.10	144.65
Randolph Drum, Attys.: opinion on charter	100.00
Sir Walter Chevrolet Co-payment on car	2,250.00
Fayetteville State College - mimeograph paper	11.55
Upkeep of Hammocks	726.13
Laundry	223.01
Salaries (Mr. and Mrs. Hurst for summer operations)	420.00
Service Charges	3.80
N. C. Intangible Tax85
	<u>9,363.86</u>

BALANCE AS OF DECEMBER 31, 1967 \$ 639.19

Period — January 1, 1968 - March 31, 1968

Balance forward—December 31, 1967 \$ 639.19

RECEIPTS

Rental of Cabins - 1967	\$ 436.00
Rental - Special Occasion	30.00
NCTA - partial on appropriation	1,000.00
License and Shriners Ball	26.00
	<u>1,492.00</u>
	\$ 2,131.19

DISBURSEMENTS

Carolina Power & Light Company	182.01
W. R. Collins	634.25
North Carolina Intangible Tax for 1967	1.55
	<u>817.81</u>

BALANCE AS OF MARCH 31, 1968 \$ 1,313.38

CAPITAL FUNDS ACCOUNT

Treasurer's Report for period January 1, 1967 through December 31, 1967

Balance forward—January 1, 1967 \$ 8,246.27
Total Receipts 3,767.48
\$12,013.74

DISBURSEMENTS

Transferred to regular account	\$3,500.00
Electric Range (Furniture Fair, Inc.)	190.55
Bath Towels (Belk Hensdale Co.)	16.86
Eubanks Lock Service	178.30
Checks Returned Unpaid	10.00
Service Charges on returned checks45
	<u>3,896.16</u>

BALANCE AS OF DECEMBER 31, 1967 \$ 8,117.58

Period — January 1, 1968 - March 31, 1968

Balance forward—December 31, 1967 \$ 8,117.58
Total Receipts 167.50

BALANCE AS OF MARCH 31, 1968 \$ 8,285.08

The Importance Of Agricultural Education

W. T. JOHNSON

Associate State Supervisor
Agricultural Education
(North Carolina)

Last fall I attended a series of meetings conducted for vocational agriculture teachers. The Future Farmers of America program was emphasized and discussed. Stress was placed on guiding the youth. It was pointed out that the new look is designed to provide experiences that will help students select an occupation in some phase of agriculture. It was a little discouraging as we discussed the program for tomorrow, to hear teachers relate excuses of yesteryears. I'm afraid I heard some teachers say:

1. We don't have the type of students we used to have.
2. We only get the dull students.
3. The parents are not interested in the boys doing anything.
4. The boys don't want to farm.
5. The parents are not interested in their sons studying agriculture.
6. There is no future in agriculture.

There might be some truth in the statements given. I've heard them before. It has been definitely proven that students learn effectively through the action program of the Future Farmers of America. It appears reasonable to assume that we will have a better informed student if proper use is made of the carefully selected activities. It is true that we have a few students with handicaps, some that are undecided, but there is still a large number who should be guided into the study of agricultural education in the school. It is the subject they know the most about, and a subject that offers a great opportunity in a variety of occupations.

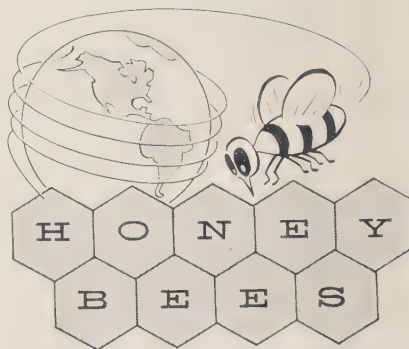
Based on past history, the

rural community is a fertile field for students who will become leaders in all fields of agriculture. The agriculture teachers and other agriculturists have discovered and inspired many of our present-day leaders. Unfortunately, some have not, in the

past, stressed the importance of farm boys studying for big jobs in agriculture. For this reason many rural boys have decided against the studying of agriculture in high school and thus lost a golden opportunity for a good position.

SUGGESTION

By Mrs. B. E. Montgomery



A fascinating project to do.

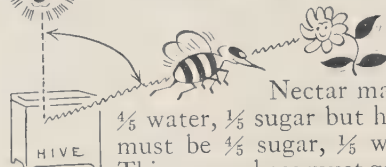
Study of Honeybees makes interesting project in Nature Study at all grade levels, even primary. This project was used by several Indiana schools after presentation of subject by Prof. B. E. Montgomery, extension apiculturist of Purdue.



Most interesting activities seem to be bees' communication by *dancing*, and travel and work done by bees to make honey from nectar gathered from flowers.



Dancing by bee that found a source of nectar tells other bees direction and distance to it. Their *dancing*, in hive, with wings vertical along angle with line of sun says "fly this angle".



Nectar may be $\frac{1}{4}$ water, $\frac{1}{2}$ sugar but honey must be $\frac{1}{2}$ sugar, $\frac{1}{2}$ water. This means bees must gather 4 lbs. of nectar for 1 lb. of honey.



As 1 lb. of honey needs 4 lbs. of nectar, it takes about 20,000 bees to carry 1 lb. of nectar and bees may go $1\frac{1}{2}$ miles from hive, distance equals 4-5 times around the world for nectar for 1 lb. of honey.



Some children like to cut bees from folded paper for mobile. Fold paper; draw half oval on fold, adding legs and wings as they visualize a bee. Color or cut from colored paper. It is fun to pantomime bees *dancing* and draw pictures of activities.



REFERENCE Mary Canine (Classroom Tested) Pupils A-Buzz over Bee Demonstration, Indiana Teacher, v. 108, #2, Oct., '63, p. 94. BOOKS Grout, Roy A., '63, The Hive and the Honey Bee. Dadant & Sons, Hamilton, Ill. Root, E. R., '47, ABC and XYZ of Bee Culture, A. I. Root Co., Medina, Ohio. Butler, C. G., '54, The World of the Honeybee. Collins, London. FILM Bees and Honey, 16 mm, sound, 19½ min. Farm Film Foundation, 1425 H Street, N.W., Washington, D.C.



a pleasant little lift

The lively flavor of delicious
Wrigley's Spearmint Gum gives you
a quick little pick up and refreshes the taste.

We must be reminded that there will always be a need for the production of food and fiber; there will always be a need for the processing, conservation, and distribution of food and other commodities produced on the farms of this nation.

It must be remembered that we will not have any more land, and we have a population explosion going on now. Thousands of acres are taken out of production every year with such activities as: the building of highways, churches, homes, parks, factories, golf courses, auditoriums, baseball stadiums, and other recreation facilities.

It is not necessary to wait for someone to do research on the production and demand in the 1970-1980 period. We need only to recall what has taken place in the last twenty years, and we can readily see that there is need for keeping a balance be-

tween the production and demands; some type of balance in the use we make of our land.

It may be that many of our rural youth in schools today, if properly guided, will make a great contribution towards keeping a balance in the production, processing, conservation and distribution of our food and fiber production. This same group of youngsters is in a position to make a great contribution to conservation of our many natural resources and aid in bringing about a balance in our land use.

As a teacher of agriculture, you are in direct contact with individuals who should do as much, or more, to bring about a balance between production, processing, distribution of our food and fiber as well as contribute to the proper use of our land and natural resources.

So, instead of agreeing with

the critics, we should study the individuals and the conditions, and strive to redirect the thinking of the youth and their parents. The responsibility rests upon the shoulders of our present rural leadership.

Now, we need to take a look at:

1. Forestry
 - a. Pulpwood production, lumbering and related activities.
2. Wild life.
3. Soil conservation.
4. Seafood production.
5. Better use of ocean water.

We need to shock the imagination of our youth so they will become aware of what is happening; and conscious of the fact that some deep thinking will have to be done to cope with this rapid population increase and bring about a balance between production and consumption.

RECOMMENDATIONS OF THE BOARD OF DIRECTORS — NCTA ON MERGER

1. A name different from either present organization.
2. Passed.
3. Change V. President to President-Elect.
 - a. At the end of first year president-elect shall become president with the stipulation that the office of president shall rotate between the Negro and white members.
4. Board of Directors — permanent guaranteed representation.
5. Committees and commissions — equal representation — also chairmanship on some committees and commissions.
6. Professional Staff
 - a. Job description to be spelled out; rewritten drastic rewording.
 - b. Reconsidered.
 - c. Reconsidered and rewritten.
- Clerical Staff
 - o.k. — Salaries to be stated.
- d. Personnel Policies
 - o.k.
- Addendum
 - Reworded to do more than inform — approval before merger to be required.
7. Properties, Liabilities, Assets
 - o.k.
8. Constitution — approval before merger — ratification after.
9. Merger of Divisions, Departments, Sections and Affiliates.
 - a. To include the submitting of jointly agreed upon plans to state and NEA.
10. Merger of locals
 - a. That local units of the new association be encouraged to merge within a year following the merger of the two associations or be disaffiliated.
 - b. Jointly agreed upon plans for merger to be submitted to the state and NEA by February, 1969.
 - c. Guidelines for merger of locals to be developed by the State Liaison Committee.
11. That the NCTA Liaison committee be required to meet prior to meeting with the Joint State Committee.
12. That the NCTA Liaison committee be directed to negotiate the wishes of the Delegate Assembly with regards to the terms of merger.

Report Of Necrology Committee

They were occupied in the highest employment of which their nature was capable, and died with the consciousness that they had done their best.

IN MEMORIAM

Name	School	Position - Grade - Subject
Ernest L. Owens	North Everetts	Principal
Samuel R. Johnson	Salisbury	6th Grade
Mrs. Edna J. Holt	Graham Elementary	1st Grade
Miss Rosetta V. Price	Pleasant Grove	3rd Grade
Mrs. Sula Montgomery	Retired	
R. G. Powell	Central High	Principal
Mrs. M. F. Moore	Central High	7th Grade
Fennell Yakes, Sr.	Mt. Olive High	Mathematics
Mrs. Maggie D. Stevenson	Branch Elementary	6th Grade
R. S. Cooper	Beaufort County	Supervisor
Mrs. Florence Keyes	Beaufort County	Retired
Mrs. Ethel W. Lloyd	Beaufort County	3rd Grade
Mrs. Unzielean Holmes	C. F. Pope	Primary
F. H. Ledbetter	Harnett High	Principal
Mrs. Josephine Gray	Robert L. Vann	5th Grade
Windell Watkins	Mineral Springs	8th Grade
Mrs. Inez E. Burge	Speight Union	French
Miss Willie J. Cordon	West Street	4th Grade
Mrs. Alice Bailey	Washington Elementary	1st Grade
Mrs. Vernice Foxhall	P. S. Jones High	6th Grade
Mrs. Edith H. Patterson	Skyland	2nd Grade
Mrs. Eugenia Hill	Peterson	Special Education
Mrs. Essie R. Miller	William H. Blount	Retired Principal
Mrs. Georgia T. Powell	Westside High	Primary
Mrs. Corrie Hamer	Fairview	Special Grammar
Mrs. Willie M. Hoffman	First Ward	3rd Grade
Mrs. Sylvia K. Foster	Irwin Ave. Jr. High	Language Arts
Miss Blanch Tyson	Myers Street	Retired
Herman Morton	Fairview	5th Grade
George A. Page, Jr.	Upchurch High	Principal
Miss Martha V. Owens	Hawkins High	Business Education
Mrs. Ernestine T. Baffaloe	Gumberry High	English
Mrs. Nellie B. Ramsey	Retired	
Mrs. Adelaide T. Carson	Dunbar Elementary	6th Grade
Mrs. Ethel McDaniel	Unity	Science
Mrs. Daisy Rice Boykin	Garland Elementary	6th Grade
Mrs. J. T. Gunn	Retired	
Mrs. A. M. Mangum	Carver High School	Vocational
Mrs. E. E. Logan Twitty	New Hope School	1st Grade
Mr. Robert Hoover	Proctor Elementary	Principal
Mr. J. J. Spearman	New Hope School	Retired Principal
Mrs. Lillie M. Meacham	Dunbar Elementary	3rd & 4th Grade

ADOPTED BUDGET FOR 1968-69

(Based Upon 10,100 Members @ \$12.00 Per Member)

REVENUE

Balance, September 1st	\$ (30,000.00)
Membership Dues (10,100)	121,200.00
Student NEA Dues and NCTA	500.00
Net Rent	1,000.00
Advertising	1,700.00
Placement Service	20.00
NEA Supplement	3,000.00
Exhibits	3,000.00
Other Receipts	4,000.00
Savings	24,000.00

\$128,420.00

DISBURSEMENTS

Accounts

I. President's Honorarium	\$ 250.00
II. President's Office	450.00
III. Vice President's Honorarium	100.00
IV. Vice President's Office	250.00
V. Treasurer's Office	100.00
VI. Treasurer's Honorarium	200.00
VII. Recording Secretary's Honorarium	100.00
VIII. Recording Secretary's Office	100.00
IX. Association Office Expense	5,000.00
X. Executive Secretary's Travel	1,000.00
XI. Field Representative's Travel	666.00
XII. Classroom Teachers Executive Secretary's Travel	666.00
XIII. Budget Director	200.00

\$ 9,082.00

Salaries

I. Executive Secretary	\$13,230.00
II. Field Representative	10,041.15
III. Executive Secretary, Classroom Teachers	9,680.00
IV. Coordinator of Pub., PR & Research	
V. Bookkeeper	5,810.92
VI. Secretary I.	4,670.36
VII. Secretary II.	4,051.65
VIII. Secretary Stenographer	3,816.00
IX. Secretary III.	3,569.68
X. Asst. Bookkeeper-Asst. Editor	3,748.16

\$58,617.92

Committees

I. Board of Directors	\$ 1,400.00
II. Legislative	90.00
III. Nominating	
IV. Elections & Canvassing	
V. Resolutions	90.00
VI. Budget and Finance	180.00
VII. NEA Coordinators	304.00
VIII. TEPS	100.00
IX. PR&R	350.00
X. Special	100.00

\$ 2,614.00

Administration

I. Bond	\$ 200.00
II. Audit	500.00
III. FICA Tax	2,400.00
IV. FUTA Tax	500.00
V. Personnel Insurance	1,509.96
VI. Publication of Record (4 issues)	9,000.00
VII. Newsletter Publication (2 issues)	1,200.00
VIII. Retirement Fund	4,500.00
IX. District Meetings	3,200.00
X. Convention Expenses	3,000.00
XI. NEA-NCTA Leadership Conference ..	600.00
XII. HEADQUARTERS:	

A. Custodial Service	3,072.00
B. Repairs, Depreciation	
C. Rent Collection	
D. Insurance	500.00

XIII. County and City Taxes

XIV. Delegates to NEA Convention

XV. Legal Counsel

HAMMOCKS DEVELOPMENT

EQUIPMENT

\$39,231.96

Gifts and Memberships

I. NAACP, National	2,000.00
II. NAACP, State	500.00
III. NEA Affiliation	25.00
IV. Assn. Study Negro Life & History	25.00
V. NCSEA	400.00
VI. UFE	100.00
VII. WCOTP	150.00

\$ 3,200.00

Division and Department Expenses

A. Association of Classroom Teachers	6,020.00
B. Administrators and Supervisors	2,000.00
C. Higher Education	1,300.00

1. Adm. & Promotion 75.00 \$ 9,320.00

2. Dept. of Administration

3. Dept. of College Inst. 175.00

4. Dept. Student

NEA-NCTA 1,050.00

D. Departments and Sections of Classroom Teachers

1. Dept. Elem. Ed. Promotion \$ 100.00

a) Section of Primary Teachers

b) Section Gram. Grade Teachers ..

2. Dept. Secondary Ed. Promotion

a) Sec. English Teachers

b) Sec. Dramatics Teachers

c) Sec. For. Lang. Teachers

d) Sec. Soc. Sci. Teachers

e) Sec. Math. Teachers

f) Sec. Sci. Teachers

g) Sec. Math. and

Science Teachers

3. Dept. Teachers of Excep. Children ..

4. Dept. of Retired Teachers

5. Dept. of H. Eco. Teachers

6. Dept. Voc. Ag. Teachers

7. Dept. Ind. Ed. Teachers Prom.

a) Sec. Trades & D.O. Teachers

b) Sec. Ind. Arts Teachers

8. Dept. Music Teachers

a) Sec. Band Teachers

9. Dept. Health, P. E.

and Athletics Pro.

a) Sec. Driver Education

10. Dept. Bus. Ed. Teachers

11. Dept. of Librarians

12. Dept. of Ext. Ed. (With Voc. Ag.)

13. Dept. of Guidance

14. Dept. of Art Teachers

15. Dept. Audio-Visual Aids

16. Sec. Edu. Secretaries

\$ 1,750.00

LEGAL DEFENSE

CONTINGENCY RESERVE

\$ 1,699.12

GRAND TOTAL

\$128,420.00

BANQUET—DANCE 7:00 P.M. FRIDAY, JANUARY 24, 1969, SIR WALTER HOTEL, RALEIGH
7th Annual Meeting, 10:00 a.m. January 25, 1969, Sir Walter Hotel, Raleigh

The NCTA Credit Union

“Save With Us, Borrow From Yourself”

5% Dividends Four Consecutive Years

NOTICE

The NCTA Credit Union Board of Directors, on September 9, 1967 adopted two (2) significant resolutions:

A. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

B. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

Life Insured Shares and Loans No Extra Cost Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, and amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

SECURITY — COLLATERAL TYPE LOANS ONLY SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$ _____. My monthly salary is \$ _____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1967, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601

NC Teachers Record

N 8652
OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION



RECOGNITION - REPRESENTATION - REORGANIZATION
Dr. Duncan's Credo For Merger

Why Waste Time?



Since 1911 we have served the school teachers and school administrators of North Carolina—in war and in peace, in good times and bad—progressing as the people and the schools of our state have progressed. The foundation of our business is the trust and good will of our customers. By constant attention to our job and by constant eagerness to improve our service, we have built up a highly efficient book distributing organization. Our service is second to none.

DON'T WASTE YOUR TIME LOOKING FOR A BOOK
If it's used in North Carolina Schools — We have it!

Save Time! Save Money! Save Office Detail!
by consolidating your orders and sending them direct to us.

ESEA and NDEA orders for books of the publishers listed below may be sent direct to us to save **TIME, OFFICE WORK and MONEY**. We make very prompt shipments.

Addison-Wesley Publishing Co.
Allyn and Bacon, Inc.
American Automobile Association
American Book Co.
A. S. Barnes & Co.
Benefic Press
Chas. A. Bennett Co., Inc.
The Bobbs-Merrill Co., Inc.
The Economy Co.
The Fideler Co.
Follett Publishing Co.
Funk & Wagnalls
Garrard Publishing Co.

Ginn and Co.
Globe Book Co.
Gregg Publishing Co.
Harcourt, Brace and World, Inc.
Harlow Publishing Corporation
Harper & Row, Publishers
Harr Wagner Publishing Co.
D. C. Heath and Co.
Holt, Rinehart & Winston
Houghton Mifflin Co.
Laidlaw Brothers, Inc.
J. B. Lippincott Co.
Little Brown & Co.

Lyons & Carnahan
McGraw-Hill Book Co., Inc.
The Macmillan Co.
Mentzer Bush & Co.
G & C Merriam Publishing Co.
Charles E. Merrill Books
Music Publisher's Holding Corp.
National Forum, Inc.
Noble and Noble, Inc.
A. N. Palmer Co.
Prentice-Hall, Inc.
Rand McNally & Co.
Schmidt, Hall & McCreary Co.

Scott, Foresman and Co.
Charles Scribner's Sons
Silver Burdett Co.
The L. W. Singer Co., Inc.
Turner E. Smith & Co.
South-Western Publishing Co., Inc.
Spencer International Press
Summey-Birchard Co.
Steck-Vaughan Co.
University of North Carolina Press
The University Publishing Co.
D. Van Nostrand Co., Inc.
The Zaner-Blosser Co.

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* * *

THIS MONTH'S COVER

Featured on this month's cover is the picture of the late Dr. Samuel Edward Duncan, past president of the North Carolina Teachers Association and president of Livingstone College in Salisbury, North Carolina. Dr. Duncan's contributions, leadership and dedication to the North Carolina Teachers Association were of such significance that this edition of the N. C. TEACHERS RECORD is dedicated to his memory.

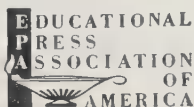
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CONTENTS

	Page
Tribute to Dr. Sam Duncan	3
Dallas Apologizes	4
NEA Convention Coverage	5
Leadership Conference	6
87th Annual Convention—Continued	11
Acceptance Speech—Mrs. Ruth B. Jones	14
Project — “Come Go With Me”	15
Letter To The Editor	16
Teachers in Politics	17
Fayetteville Plan of Organization	18
Washington Outlook On Education	23
NAACP Legal Defense	28
Negro Heritage	32
Merger Plans	34
Salary Schedules	38
Center For Human Relations	41

OUR ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Benefic Press	27
Field Enterprises	43
Anna Wade	44
Harcourt-Brace & World, Inc.	45
Consolidated Services For Teachers	46-47
N.C.T.A. Credit Union	Inside Back Cover
U. S. Savings Stamps and Bonds	Outside Back Cover

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DATES TO REMEMBER

FIVE-STATE CONFERENCE on the TREATMENT of MINORITIES IN TEXTBOOKS and OTHER MATERIALS — January 24-25, White House Inn, Charlotte, North Carolina

NCTA STATE CONVENTION — March 27-28, 1969 — Memorial Auditorium, Raleigh, North Carolina

ANNUAL HAMMOCKS PILGRIMAGE — May, 1969 — Hammocks Beach, Swansboro, North Carolina

NEA CONVENTION — June 29-July 4, 1969 Philadelphia, Pennsylvania

ANNUAL LEADERSHIP CONFERENCE
NCTA-NEA — August, 1969

THEME:

A TIME FOR
EDUCATIONAL STATESMANSHIP

M. Department of Guidance — Mrs. Alice Solomon, Raleigh
N. Department of Bible Teachers — Mrs. Eva M. Pratt, Durham
O. Department of Art Teachers — Mrs. Helen Daniel, Durham
P. Department of Audio Visual Aids — J. C. Duncan, Yanceyville

Division of School Administrators and Supervisors — A. C. Crowder, Goldsboro

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B. Department of Principals — J. H. Wooten, Goldsboro

1. Section of Elementary Principals — J. D. McAllister, Raeford
2. Section of Junior High School Principals — S. J. Howie, Wilmington
3. Section of High School Principals — J. H. Wooten, Goldsboro
4. National Association of Secondary School Principals — J. H. Wooten, Goldsboro

Division of Higher Education — L. H. Robinson, Durham

A. Department of Administration — (Unreported)

B. Department of Instruction — Charles A. Ray, Durham

C. Department of Student NCTA-NEA — Mrs. Loreno M. Marrow, Greensboro

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A Tribute To Samuel Edward Duncan

"A Giant Among Men"

MEN ARE BORN! MEN LIVE! MEN DIE! Ever so often a man is born who stands tall among men. Such a man was born in 1904. Having been born Samuel Edward Duncan grew up not only to stand tall among men, but to stand as a "GIANT AMONG MEN."

Tall in stature was not the only virtue which "Sam" possessed. The friendly disposition; the witty comments; the serious, yet, deep professional mature and sound bits of advice which Sam gave to many, many men as he passed along the way were virtues which aided in making Sam a "GIANT AMONG MEN."

One could recall Sam's role as President of Livingstone College, and the multitude of students to whom he gave personal counsel and time beyond the call of duty in order that their lives might be successfully lived and the many buildings which his administration built. Or one might recall his role as State Supervisor of High Schools in North Carolina, and the wisdom and sound advisement which he gave to the many frustrated, youthful, some successful, nervous administrators and teachers in the public schools of North Carolina and elsewhere. Or one might recall Sam's role as a layman in the Methodist Church. His many contributions to the salvation of Christianity. Or, one may yet recall his role as an orator. The many groups and individuals he inspired and gave life a new meaning, a new hope.

Yes, Dr. Duncan stood tall — as a "GIANT AMONG MEN." But Dr. Duncan stood tallest

when he stood as a friend. He was a friend. A friend not only to the Negro, but to all mankind; a particular friend to the oppressed and the deprived. A particular friend to education. For as President of the North Carolina Teachers Association, Sam stood in his brightest hours. At a time when education and educators in North Carolina were in the height of perplexities and uncertainties. At a time when Negro educators were being eliminated from the teaching profession and merger of the dual educational associations were being contemplated, Dr. Samuel Duncan took the helm. Times were rough and members were deserting, but Sam held the line and helped to bring order out of chaos.

Sam provided leadership and guided a program for the profession. He helped to defend and protect oppressed educators. He recruited, advised and trained an executive secretary for the profession. To me, Sam was one of the best friends I have ever known. Business was never too pressing for Sam to ask, "How is the wife? How are my little boys?" My life has been richly rewarded, because I have known Samuel Edward Duncan. If you knew Sam, you, too, have shared my wealth. If you did not know Sam, look around you, for his contributions to life have been many and you perhaps have been touched by some of his deeds. That shadow hanging over you is not a tree. That shadow is the shadow of deeds done by a "GIANT AMONG MEN" SAMUEL EDWARD DUNCAN.

A FRIEND
E. B.

Dallas Apologizes

Teachers March To Kennedy's Monument

Dallas city leaders formally apologized Friday, July 5th to some 6,000 delegates to the National Education Association convention for a discriminatory racial incident involving an African diplomat.

As reports circulated that some state delegations favored a march on Dallas City Hall or outright adjournment of the sessions, NEA president Braulio Alonso introduced councilman Jack McKinney and Dallas Chamber of Commerce president Morris Hite.

Hite's statement particularly seemed to strike a responsive chord with the solemn assembly.

"I wish to make a deep and sincere expression of regret," Hite said. "We are really proud of the great progress we've made in Dallas in practically all areas of our services, including restaurants, hotels and other facilities."

The incident occurred Wednesday afternoon, July 3rd at a small south Akard Street tavern when Mooki Vitue Malopo, first secretary of the embassy of Losotho, was refused service because of his race. He was a visiting observer at the NEA sessions.

Friday morning, July 5th a proposal for a mass walkout and protest of the incident was overruled at the general session of the convention.

Most delegates reported they had not been victims of discrimination and the diplomat himself said he was satisfied with the public and official apology on behalf of Dallas officials.

A Negro, E. B. Palmer, Executive Secretary of the North Carolina Teachers Association, made a motion that everyone "take a short walk down to City Hall" in protest of the incident. However, the motion was ruled out of order.

Another delegate, Boyd Bosma of Michigan, moved to suspend the rules in order to permit a vote on the motion, but this motion lost by an overwhelming voice vote.

Palmer was displeased because Mayor Erik Jonsson did not come to the convention and show personal regrets. (Mayor Jonsson was not in the city and was on vacation.)

However, councilman McKinney extended an official apology on behalf of the mayor and the council.

"This is in no way typical of Dallas," the message said. It expressed regrets over the "unfortunate incident."

The incident in question involved Jolly's Tavern near the Baker Hotel. By Friday morning,

July 5th the owner was serving Negroes who came in.

The NEA executive staff had indicated the several states meetings in caucus Thursday night had favored either adjourning the convention immediately or at least marching on city hall if either Mayor Jonsson or Governor Connally did not appear Friday in person to apologize.

Hite received prolonged applause for his remarks.

Still not satisfied with the apology and the attitude of discrimination experienced in the incident and the fact, that the Dallas telephone directory carried hotels, taxicabs and Chambers of Commerce by race, Palmer obtained the floor in the afternoon session on a Point of Personal Privilege but yield to Peter Goutis of New York to express his Point of Personal Privilege. Peter Goutis announced the time and place of assembly for the march and invited the president to join us, which the president accepted. Plans were then made for the top officers in the National Education Association, the National Committee of Educators for Human Rights and the National Council of Officers of State Teachers Associations to participate in the march which assembled at convention auditorium and marched to the shrine of the late President John F. Kennedy. Accompanied by numerous policemen, the march went without incident.



Pictured above is the protest march which was held in objection to the treatment of an African diplomat and several other Negro members who were refused service at a local tavern in Dallas. The march also was held in tribute to the late John F. Kennedy who was assassinated in Dallas.

Leading the march was left to right: Braulio Alonzo, NEA President, Dr. Sam Lambert, NEA Executive Secretary, Mrs. Elizabeth D. Koontz, President-elect, Mrs. Helen Baine, Executive Committee, NEA, E. B. Palmer, Chairman—National Council of Officers of State Teachers Association, Peter Goutis, Chairman, National Committee of Educators for Human Rights, (between Sam and Libby), etc.

NEA CONVENTION COVERAGE

Setting "A Time for Educational Statesmanship" as her 1968-69 theme, NEA's new president, Elizabeth D. Koontz, called on teachers to make use of their united power to bring about change. "Let us make clear to the American public," she said in her July 6 speech in Dallas, "that educators . . . men and women . . . young and old . . . black and white . . . stand together."

NEA's first Negro president pointed out that "this nation recognizes organizations and power. But it does not yet recognize that teachers have as much right as anyone else to use power."

"We must use power well," she added, "not power for power's sake. And we must employ the right amount to do the job . . . no more than is needed . . . no less than is adequate."

"WILL USE OUR POWER"

"But," she stressed, "let it be clearly understood . . . we will use our power. In too many communities, teachers have been handed a bill of goods . . . we intend to hand back a bill of rights."

For too long, Mrs. Koontz said, "we have been given the Greyhound Bus theory of 'you educators do the teaching and leave the decisions to us.' This can no longer be tolerated."

"The united profession . . . must assume its leadership role in unleashing education's potential," she said.

NINE POINT PROGRAM

NEA's president set forth a nine-point program "to continue our efforts to achieve our goals:"

1. "We must have a unified profession . . . I will work for unification pledged by all



Mrs. Elizabeth D. Koontz delivers her acceptance speech and sets her goals for the NEA for 1968-69 under her theme, "A Time For Educational Statesmanship."

states by the time of the 1970 Convention and with total professional unity accomplished by 1971."

2. "We must have a secure profession. Tenure laws should be proposed or enacted in every state by 1970."
3. "We must have a respected profession. Professional Practices Acts which give legal status to the profession should become a reality in every state."
4. "We must have an informed profession. Every member should know what is going on . . . and understand why."
5. "We must have a socially aware profession. During the coming year we must develop in every state a structure for human relations that work effectively on these problems at the state level."
6. "We must have a profession which insures adequate income after retirement."
7. "We must have a profession protected against unjust attacks. We must build local and state defense funds."
8. "We must have a profession of teacher-leaders. We must also provide leadership training so that teachers effectively exercise that leadership."
9. "We must have a profession undivided by artificial differences. We must complete the merger of associations during the coming year."

Fifteenth Annual Leadership Conference

NCTA — NEA

Raleigh, North Carolina

August 9-10, 1968

Theme:

"A Time For Educational Statesmanship"

The fifteenth annual leadership conference of the North Carolina Teachers Association and the National Education Association convened in the Student Union Building at Shaw University, Raleigh, North Carolina on August 9-10, 1968.

The first general session was called to order by NCTA president, Dr. Rudolph Jones. After the invocation the president in his opening remarks reminded the NCTA members present of the crucial period confronting NCTA. Several factors make it most important that we have superior leadership - leaders trained in viable modes of thinking who possess "insight, sincerity and the attributes of a great leader." The problems facing NCTA require excellent leadership — Negro administrators are being displaced and demoted; Hammocks Beach and the Credit Union must be maintained; an honorable merger must be worked out. Most of all — we must throw our wholehearted support toward our own Libby, the first Negro NEA president." The president expressed faith in NCTA as its members face this crucial period.

Mr. E. B. Palmer, executive secretary presented the platform guests — Mrs. Ruth B. Jones, president designate NCTA, Miss Mary Venable, president NCACT and Mrs. Edna Richards, executive secretary NCACT. Miss Venable introduced the speaker for the conference, Mr. Larry Billups, Field Representative, Southwest Regional Office NEA, Dallas, Texas.

Mr. Billups gave a report with his evaluation of the NEA's 106th annual convention. (Excerpts from his report follow on a subsequent page). A response to his informative report was given by Mrs. Richards who also gave directions for the group sessions which followed. Each group was given a list of questions to be discussed. Reports and reactions from the group sessions were given in the second general session.

MORNING SESSION

Group I Chairman—Mr. L. G. Muldrow

Recorder—Mrs. Bertha Echols

Group II Chairman—Mr. Joe Duncan

Recorder—Miss Antonio Wallace

Following the report from the groups the executive secretary gave to the delegates a mimeographed copy of his presentation to the Constitution Study Commission's Committee on Education, Welfare and Criminal Justice of North Carolina.

SECOND GENERAL SESSION

The group sessions concluded the discussions of the morning sessions and discussed the following issues:

I. TEACHER EDUCATION and PROFESSIONAL STANDARD PROGRAMS

A. QUESTION

"What are some of the types of activities which a local TEPS Committee might undertake this year?"

ANSWER

- Work with the local Board of Education in planning in-service training work-shops to be held during the regular school day. Example: 2:00-3:30 P.M.
- Work with the local administration in establishing standards for employment.
- Adopt the NEA Code of Ethics and develop any specific code which might apply to a local situation.
- Strengthen or establish student programs (FTA and SNEA-NCTA)

II. PROFESSIONAL RIGHTS and RESPONSIBILITIES PROGRAMS

A. QUESTION

"What are some of the kinds of activities a local PR&R Committee might undertake this year?"



Registration was orderly and fast. Standing left to right are: Walter Byers, Dorothy Jackson, G. C. Corbett, Lucille Sledge, and Viola Vines. Mrs. Clementine Parker, secretary to the executive secretary NCTA and Mrs. Mary Martin, secretary to the executive secretary classroom teachers registered participants.

ANSWER

- a. The local PR&R committee members should study the NCTA Handbook first with regards to PR&R structure and purpose.
- b. Every local should make sure that the local PR&R committee members names are in the state headquarters office.
- c. Work with the local administration in securing more fringe benefits such as: insurance, local supplements, etc.
- d. Work with the local administration on structuring the school calendar.
- e. Send representatives to attend every school board meeting.
- f. Time to Teach and Time off for professional meetings.
- g. Duty free lunch period.
- h. Providing hearings and investigations services where problems occur.
- i. Providing communications — between the Board of Education-Teachers and the Superintendent-Teachers.
- j. Providing public relations — between the profession-lay public.
- k. Establish written personnel policies.

The groups were challenged to answer the following questions when they returned to their local unit:

- (a) How is your local PR&R structured?
- (b) Do all members of your local know

who to consult on matters concerning the PR&R committee?

- (c) Do all members of the local know who to contact on the State and National levels for problems facing the individual? The Local?

THIRD GENERAL SESSION

A. QUESTION

“What are some of the contents which should be included in this year’s district meetings?”

ANSWER

- a. District meetings should be structured similar to the way they have been structured in the past two years with the elimination of “inspirational speakers.”
- b. District and State meetings must get away from in-service training and be concerned with development of the organization. However, if subject area meetings are held, they should be held at the end of the day.
- c. District meetings should provide the opportunity for members to gain more information about professional matters such as programs of various commissions, committees, departments and divisions of the profession and the state.
- d. District meetings ought to provide the opportunity for District, State and National Officers and staff, to inform its members on the status of:



Mrs. Ruth Jones, Vice-President of NCTA, presided as she presented programs, goals and expectations for NCTA for 1968-69. Looking in from left to right, E. B. Palmer, Mrs. Edna Richards, Miss Mary Venable and John Lucas.

Merger, Sanctions, Membership, The Credit Union, The Hammocks and any other business pertinent to NC-TA. Time should be provided for a lengthy discussion on same.

- e. District meetings ought to provide the opportunity to make known the position of the District on issues and matters which should come before the Annual NCTA Delegate Assembly for final decision.
- f. It was agreed, that the business of the districts be carried on as usual with the election of officers, setting of the next meeting date, etc.

A strong feeling was expressed by the Conference, that more and more the State Department of Public Instruction should assume full responsibility for Instructional In-Service Training programs, with any educational subject area group(s) affiliating with the profession, but the profession must spend its time sophisticating the profession and improving the teacher-learning situation.

IV. LEGISLATION

A. QUESTION

"What can be done at the local level to assure passage of State and Federal Legislation?"

ANSWER

a. UFE

1. Some concern was expressed, that the amount the UFE has asked for should be a great deal more than presently proposed because of increased taxes and the increase in the cost of living.

Mr. Palmer, however, gave the background of the reasons why UFE probably will not change its legislative goals at this point. He further explained the procedure for requesting salary increases.

Dr. Rudolph Jones explained the North System of financing giving a detailed analysis of the Budget Advisory Committee, the Appropriations Committee and the Sub-Budget Committee.

2. Local representatives were asked to go back home and develop programs to get their legislative representatives to support the UFE program.
3. Each educator is encouraged to write his state legislative representative to support the UFE Bill.



Miss Mary Venable delivers her acceptance speech and presents the NCTA program for the year to the leadership of NCTA. Left to right: E. B. Palmer, NCTA Executive Secretary, Mrs. Edna Richards, NCACT Executive Secretary, Mrs. Ruth Jones, President, NCTA, Miss Venable and John Lucas, NEA Director.

b. NEA's \$6 Billion Federal Aid Bill

In addition to the same recommendations listed under UFE, locals were encouraged to involve both the State and Federal Legislative Representatives in the activities of their local associations.

Before the third general session, a presentation of the state pin to Mrs. Mary Venable, NCACT president was made by Mrs. Bertha Echols.

Reports and reactions from the afternoon group sessions were given after which dinner was served. The conference adjourned until 9:30 Saturday morning.



Utilizing the NTL approach the conference got down to serious business of analyzing and interpreting the programs and goals of NCTA and NEA. Mrs. Edna Richards standing and Larry Billups of the NEA (with back to camera in the suit) served as group consultant.



Mrs. Bertha Echols, a member of the Board of Directors of the ACT places the President's Pin on Miss Mary Venable as she takes the office of President of ACT.

FOURTH GENERAL SESSION

SATURDAY, AUGUST 10, 1968

The fourth general session was called to order by Mrs. Ruth B. Jones, Vice-President, NCTA. Presentations and reports were made as follows:

- a. The Governor's Study Commission on Education — Mrs. Mae Sue Henry, President-Elect, ACT
- b. Governor's Constitution Committee — E. B. Palmer, Executive Secretary, NCTA
- c. WCOTP — John H. Lucas, NEA Director
- d. Terry Sanford Award and NEA Convention — Mrs. Ruth B. Jones, President Designate, NCTA
- e. NCOSTA and NCEHR — E. B. Palmer, Executive Secretary, NCTA
- f. Conference on Appalachia — Mary Venable, President, NCACT
- g. Student Programs — Mrs. Edna C. Richards, Executive Secretary, NCACT
- h. Credit Union — F. D. McNeill, Treasurer-Manager
- i. Hammocks Beach — W. R. Collins, Field Agent and Mrs. Edna Richards

Several position were taken by the conferees. Among them the following were recorded:

1. We need more face-to-face confrontation with political candidates
2. We need to become more politically active

3. A directory of qualified persons with a resume of their backgrounds should be compiled by the state office
4. All local associations should send their quota of delegates to Philadelphia this year.

A resolution, moved by Mr. B. N. Cook, called upon the Board of Directors of the North Carolina Teachers Association and the National Council of the Association of Classroom Teachers to co-sponsor one-half of the cost for the North Carolina Appalachian Conference. The motion was passed. The Conference is to be held at Pikeville College, Pikeville, Kentucky, November 29-December 1, 1968. The conference is invitational.



Larry Billups, Field Representative Southwestern Regional office NEA keynotes the conference . . . "The NEA has presented a forth-right program for 1968-69 and it is up to you dedicated leaders of NCTA to be sure that it works." On the conference Larry said, "I have never before witnessed a group of people who have structured and participated in a conference with the degree of seriousness and enthusiasm which you have exemplified here these two days. Now I see why North Carolina develops such outstanding leadership."

MUSIC EDUCATORS IN NORTH CAROLINA PAY MEMORIAL TRIBUTE TO GREAT MUSICIAN

In respectful and loving memory of BERNARD LEE MASON, a Scholar, a Teacher, an Artist, a Man, a Gentleman, a Friend, who for years has encouraged, inspired, helped, and led thousands of youth and adults into his chosen profession, MUSIC, to which he so warmly and sincerely dedicated his entire life in North Carolina and at Howard University in Washington, D. C. May the Good Lord Bless.

Mrs. E. May Morgan Kelly
Past Chairman, Music Division, NCTA

Teacher Power

EXCERPTS FROM

MR. LARRY BILLUPS PRESENTATION

"TEACHER POWER" is the key to better tomorrow, NEA's 106th Annual Convention in Dallas asserts.

The 106th annual convention critically examined American society, termed it "in deep trouble," and prescribed better education as perhaps the only cure.

The 7,103 delegates and their leaders grappled with educational and social problems related to the ghetto, poverty, educational deprivation, growing racial separation, crime and riots, drug abuse, campus disturbances, and other evidences of current social unrest or malady.

Libby Koontz — "The school represents hope. It is the way by which many Americans convert their dreams into reality. It is the way by which many Americans who had had no dream began to build one."

Sam M. Lambert — Called attention to the plight of the ghetto child. This child, he said, has three strikes against him from the start: poverty, prejudice, and a "prefab brand of education fashioned by the middle class, for the middle class, but which is mostly Greek to him."

Braulio Alonso — The greatest innovation in American education will not be new sophisticated equipment or modern facilities, but rather the providing of an adequate educational opportunity for all children.

U. S. Senator, Ralph W. Yarborough, Dallas, Texas — Called attention to the many Mexican-American children who have been dropouts "as illiterates in both languages". The former teacher, emphasizing that "we need more education worse than anything else in America," asserted that "education is being stamped down the drain nationally to provide money to "burn villages overseas."

Center for Human Relations at NEA Headquarters in Washington, D. C. will help plan, develop, and promote activities related to the protection and advancement of civil and human rights of educators and students.

Convention revised and readopted resolutions on professional sanctions, professional negotiations and grievance procedures. An estimated 42 per cent of the instructional staff in all public schools are now employed in systems with negotiation agreements.

NEA Executive Committee, meeting at the end of the convention, voted temporary suspension of the DeKalb (Georgia) Education Association. The DEA is required to show cause within a rea-

sonable time as to why it should not be censured, suspended, or expelled as an NEA affiliate because of unfair and arbitrary personnel policies and practices.

The Convention also:

Received a report of the NEA Task on Higher Education which explores the possibility of NEA's wading more deeply into the field of higher education. The report recommends that the Association invest an additional \$750,000 in higher education over the next five years, and select an "in house" planning team to help chart NEA's road ahead in this field.

A report was given from NEA's past president, Mrs. Irvamae Applegate of the Committee on Compliance, who noted that "progress and problems" both were experienced this past year in the merger of education associations in six states still having white and Negro units, mergers are to be completed by 1969.

Adopted a new resolution regarding equality of opportunity for women.

Recommended that the right to vote be granted at age 18.

Voted a new resolution supporting "the employment of auxiliary personnel in the public schools."

Approved two new NEA departments — School Nurses and Association for Student Teaching.

Passed a new resolution backing NEA's Du-Shane Fund for Teacher Rights.

Passed a resolution calling on teachers and producers of instructional materials to prepare now for conversion to the metric system of weights and measures and begin now to use it in classrooms.

Voted to give the 4,000 member Overseas Education Association the same rights and duties as state associations.

Turned down a move to include in a recommendation a suggestion that educators support a "new viable foreign policy that would promote peace in the world."

Reendorsed resolutions on improvement of instruction, federal support of education, and many other topics. All of the convention's 38 resolutions were passed.

Announced that a proposed new NTA department on educational technology will be voted upon at the 1969 convention.

Personnel encouraged to write their senator or congressman asking him to support a \$6 billion increase in Federal School Aid!

Continued 87th Annual State Convention

May 18, 1968

Presiding: Dr. Rudolph Jones, President, NCTA

The second business session of the 87th Annual State Convention of the North Carolina Teachers Association which was disrupted because of the student unrest in Raleigh following the assassination of Dr. Martin Luther King, Jr., was continued on Saturday morning, May 18, 1968 at the annual Hammocks Beach Excursion in Swansboro, North Carolina. The meeting was held in the Gertrude Hurst Assembly Hall which was filled to capacity.

Greetings and introductory remarks were brought by the president who had not been present in Raleigh. Following his remarks, Miss Mary Venable, president-elect of the ACT, presented the keynote speaker for the first general assembly, Mrs. Elizabeth D. Koontz, NEA president-elect. In brief, but stirring remarks, the speaker posed several important questions relative to our profession. Basing her remarks on the subject "Professionalizing Our Profession", Mrs. Koontz challenged each NCTA member present to become knowledgeable by reading material pertinent to the issues of the day. This is necessary if we would be able to articulate and communicate about our state, national, and local legislative programs and policies. To do this — workshops, in service programs on pertinent and meaningful topics, related subjects, and areas where we lack knowledge are a MUST. She reminded the Audience "To each of us much has been given; of us much is expected!"

Following this challenging message, Mrs. Mae Sue Henry, ACT president explained and officially launched the Hammocks Beach Crash Program. The building of family type units will begin in August if sufficient funds are available. To finance this project each NCTA member is asked to contribute \$100, which is tax deductible.

Mrs. Edna C. Richard, ACT Executive Secretary gave an initial report of contributions already received. Following her report each ACT District director collected donations and pledges for the project. Enthusiasm and interest were high among the delegates.

The report of the Elections Committee was given by Mr. Burton. The officers elected were pres-



An early morning business session of a part of the 300 representatives who assembled at the Hammocks for the continuation of the 87th Annual Convention.

ident, Mrs. Ruth B. Jones, vice president, Mr. John H. Wooten, recording secretary, Mrs. Edythe R. Tweedy and treasurer Dr. Nelson Harris.

It was moved by Mr. Burton and seconded by Mr. John Lucas to receive the report of the committee. The motion was unanimously passed.

Since it was past the noon hour a motion was made by Mrs. Effie Thompson and seconded by Mrs. Vivian Diggs that the business session continue without a break while all delegates were present. The motion was carried. Divisional meeting would be held at the conclusion of the business session.

SECOND GENERAL ASSEMBLY

(Continued 87th Annual State Convention NCTA)

The minutes of the second business session of the April 5th meeting were read by the secretary. The minutes were accepted as read.

The proposals for merger of the NCTA and the NCEA as recommended by the Board of Directors were then presented for further discussion and acceptance. Items 1, 2, and 3 had been passed by the delegate assembly at the Raleigh meeting.

Item 1: A name different from either present organization.

Item 2: Effective date of merger September 1, 1969—Accepted.

Item 3: Change Vice President to President-Elect.

Item 4: Board of Directors:

A substitute motion on this item was made by Mr. B. N. Cook and seconded by Mrs. Willie McKiver that there be permanent guaranteed equal representation on the Board of Directors.

Discussion:

Mr. John Taylor of Pitt County wanted the recommendation of the Northeastern District considered that the representation on the Boards, Committees, Commissions, etc. shall be on the basis of the ratio of children of school age according to ethnic groups.

Beth Wallace and Walter Byers of Charlotte — we need equal representation; nothing less. At this point there was a call for the previous question. The substitute motion by Mr. B. N. Cook was unanimously carried.

Comments:

Mr. John Lucas stated that he was in full accord with the motion but he wanted to ask one question — If the representation is not equal then there will be no merger? A loud YES — NO MERGER!

Mr. Byers cautioned the Liaison Committee about too much compromise. Before doing so bring the matter back to the Delegate Assembly.

Item 5: Committees and Commissions

Mr. Byers moved and Mr. Hatton seconded the motion that there be permanent and equal representation on committees and commissions.

Item 6: Professional Staff

Mrs. Emma Duren moved that the recommendation coming from the Board of Directors be accepted. It was seconded. The motion by Mrs. Duren was carried.

Motion: That the merged association shall have an executive secretary and one or more associate executive secretaries and that one of these shall be the current executive secretary of the NCTA. The NCTA executive secretary shall be either the chief executive officer, but no less than the second executive officer in the chain of command at the time of merger and thereafter one of the two chief executive officers must be a Negro member of the merged association. Further, there must be a job analysis for each executive office



STATE CONVENTION

Officers of NCTA being installed by Mrs. Elizabeth Koontz, Vice-President-President-Elect NEA. Left to right: Dr. Nelson Harris, Treasurer, Mrs. Edythe Tweedy, Secretary, John Wooten, Vice-President, Mrs. Ruth Jones, President and Mrs. Koontz.

and each professional staff member of the merged association.

The substitute motion was passed.

Item 7: Properties, Liabilities, Assets

Mr. Joe Duncan moved to accept the first part of this item and amend it to read that: The properties, liabilities, and assets of the two associations shall become the properties, liabilities and assets of the merged association except that it be understood that upon legal interpretation given by attorneys, that these two separate corporations the Hammocks Beach Corporation and the Credit Union may not be included in the merger nor considered as Liabilities or Assets since they are not the properties of the NCTA.

The motion was seconded by Mrs. Clara Corry and carried. Question: John Lucas — What will be the status of the Credit Union after merger? Answer: Consult the Board of Directors of the Credit Union.

Item 8: Approved as recommended by the Board.

Item 9: Budget

Mr. John Lucas moved and Mrs. Dot Whittington seconded the motion that the new association have a budget committee and, that the Budget Committee have equal representation. The motion carried. Mrs. B. N. Graham moved and Mr. Cook seconded the motion, that the budget be approved by each board of director separately before merger, and the membership of the respective organizations will be informed of the proposed budget at least 60 days prior to the date of merger.

It was then moved by Mrs. Willingham and seconded by Mr. Foster, that the Liaison Committee seek a fund in the budget for the defense of teachers. All motions relative to the budget were carried.

Item 10: It was moved by Mr. Joe Duncan and seconded, that the guidelines for merger of divisions, departments, sections, and affiliates be developed by the Liaison Committee.

Item 11: **Merger of Locals**—Accepted.

Item 12: It was moved by Mrs. Graham and seconded by K. Randolph that the NCTA Liaison Committee be required to meet prior to meeting with the Joint State Committee.

The Motion was carried.

Item 13: It was moved by Mrs. Willingham and seconded by Mrs. Beth Wallace, that the NCTA Liaison Committee be directed to negotiate the wishes of the Delegate Assembly with regards to the terms of merger.

At this point Miss Antonia Wallace made the following motion which was seconded by Mr. John Lucas: In order that NCTA membership shall continue to have representation at regional and national activities, that at least one NEA Director representing the new (merged) association shall be a Negro, and further that state representatives to regional and national meetings, conferences, conventions and any others shall be in proportion to the Negro-white membership. The motion was carried.



Mrs. Elizabeth Koontz, Vice-President-President-Elect of the NEA installs officers of the Association of Classroom Teachers NCTA. Left to right: Mrs. Mae Sue Henry, President-Elect, Mrs. Maxine Davis, Secretary, Mrs. Martha Johnson, Assistant Secretary, Mrs. Bertha Echols, Vice-President, Miss Mary Venable, President and Mrs. Koontz.

Following the action on the recommended proposals for the merger of NCTA and NCEA, the officers were installed by Mrs. Elizabeth Koontz, NEA Vice-President, President-Elect. She charged the officers with the responsibility of duties, responsibilities and challenges facing them in these changing times. The newly elected president, Mrs. Ruth B. Jones delivered a very dynamic acceptance speech. (Excerpts from the speech follow).



Mr. John Lucas, NEA Director presents Dr. and Mrs. Rudolph Jones a gift upon the completion of two years of service as President of the NCTA.

The NEA Director, Mr. John Lucas presented to the outgoing president, Dr. Rudolph Jones, a 7 volume set of the Negro Heritage Library.

To wind up the meeting Mrs. Edna Richards, ACT Executive Secretary made a detailed report of the Du Shane Defense Fund from October 1965—May 1968. Mimeographed copies were passed to all delegates.

E. B. Palmer, Executive Secretary, NCTA announced the Leadership Conference to be held at Shaw University August 9 and 10. He and Attorney Chambers are studying the NTE and reports and findings will be forthcoming.

A fourteen day tour of Las Vegas, California, and Hawaii for the summer of 1969 was announced. According to Mr. Palmer, plans for the tour are being made and the cost will be \$600. This will require board approval.

The meeting was adjourned to be followed by the meeting of the Association of Classroom Teachers and Administrators and Supervisors.

Miss Mary Venable was installed as president of NCACT and Mrs. Mae Sue Henry was elected as vice-president-president elect of NCACT.

Acceptance Speech

Mrs. Ruth B. Jones
President, NCTA



Mr. President, President-elect Koontz, platform Associates and Friends:

I am deeply grateful to you for the honor that has been bestowed upon me; but I realize that before honor should come humility. Therefore I shall strive, as your humble servant, to fulfill the duties of the office incumbent upon me. The task could be formidable but I realize that with your support, it need not be. With forces united, we must gird our loins to face the challenges ahead. These challenges: merger, militancy, misuse and malice are each important in its own right. Neither should be subjugated to the other. For several years now since the inception of NEA Resolution 12, which deals specifically with unification of dual associations, we have been involved in plans for merger with our counterpart, NCEA. Your liaison committee has been beset by many struggles and at last is emerging as a cohesion group with a sole purpose — the coalescing of the two professional associations, committed to action through the visibility of all of its members. We must be cognizant of the fact that there is a real need for merger in our great land. Remember too, that there is no precedent for this type of merger. So we are proceeding cautiously.

The militancy, so often referred to in speaking of today's teacher, is the powerful force which will help to unify teachers everywhere in their desire to be heard. I use the word teacher advisedly, realizing that all who are involved in education are teachers.

The North Carolina Teachers Association has demonstrated its militancy on many occasions and will continue to do so. I like to think of militancy, not necessarily as defiance of the status quo, but as an awareness that certain problems do exist and that we should work together to bring about a solution bringing to bear all professional

assistance that can be marshalled. No man is an island. Any problem facing any segment of the profession faces us too. Florida's struggles are ours. Many just causes have been lost because, through out silence, men allowed injustice to prevail.

Our militancy should be asserted through direct confrontation with the challenges of the age of science of human interrelatedness and of virtue required for self-government.

Another very real challenge we face is the misuse of the NTE. This examination which has been outlawed as an evaluative instrument for teacher competency by the majority of these United States, is wrapping its insidious tentacles around the teachers of North Carolina. This challenge cannot be ignored. The editorial "I Told You So" which appeared in our most recent edition of the NCTA Record vividly portrays its implications. Need I say more about NTE?

My final challenge has to do with the malice which seems to afflict us at a time when we should be vitally concerned about our group welfare. I refer specifically to the Hammocks Beach Project.

The classroom teachers crash program has been thoroughly explained and I am sure that individually and collectively, we will rise to the challenge of future survival.

It's up to us to provide the means whereby Hammocks Beach can be developed and enjoyed. Are we willing to take the calculated risk and provide the means whereby we can assemble and enjoy the fellowship we've always known? Embrace the project. Push it to fruition. Don't be overcome by malice.

With your help, all of these challenges can be met.

Project — “Come Go With Me”

There never has been a vacation like

3 DAYS in EXCITING LAS VEGAS!

3 DAYS in COSMOPOLITAN SAN FRANCISCO!

7 DAYS in BEAUTIFUL HONOLULU, HAWAII!

Your Executive Secretary of the North Carolina Teachers Association invites you, your family and friends to “COME GO WITH ME” on the most fabulous vacation of your life time. Realizing that the members of NCTA have been loyal beyond all expectations and highly supportive of their profession and state staff and officers, the Board of Directors of NCTA endorsed and highly recommended, that we do something nice for the members of NCTA. What something? Give them a vacation for one-third the normal cost. Where? Las Vegas, Honolulu and San Francisco! This is what your vacation will include:

1. You will leave the Raleigh-Durham airport by DC-8 fan Jets with 7 stewardesses aboard to serve your every need—including meals and beverages.

2. You will spend 3 days and 3 nights in Las Vegas, Nevada, with all lunches and dinners plus cocktails at your hotel.

3. You will be transferred to and from airports and hotels throughout your trip.

4. You may have transferred directly to and from your hotel rooms and flight — two pieces of luggage up to 44 pounds.

5. You will spend 7 days and nights in Honolulu, Hawaii, staying at the luxurious LLIKAI or HILTON HAWAIIAN VILLAGE HOTELS.

6. You will receive upon arrival the traditional Hawaiian flower lei greeting.

7. You will be provided a free sight-seeing tour of Honolulu with a tour escort. There is never any regimentation. You're free to do as you please in each city, enjoying your Hawaiian Carnival at your own pace.

8. You will receive each morning during your stay in Honolulu, breakfast at your hotel, while in the evening you'll select the restaurant at which you wish to dine free, from an extensive list of the island's finest.

9. As a fitting climax to a wonderful week, you will attend an “Aloha” cocktail party on your last evening with unlimited beverages of your choice.

10. You will spend 3 days and nights in San Francisco, California while enjoying a full breakfast each day at your hotel. Each evening you select the restaurant at which you wish to dine free, from an extensive list provided for you. You make your own reservations, dining when and where and with whom you wish.

11. You will be housed at either the San Francisco Hilton, Del Webb's Town House or The Jack Tar Hotel.

12. You will have plenty of free time to take advantage of the many optional sightseeing tours available to you.

13. After transfer to the airport, you'll board a DC-8 fan Jet for a swift, comfortable flight back to the Raleigh-Durham airport. While en-route, you'll enjoy a delicious meal and beverages of your choice.

14. All of this available at the amazing low price of \$599.00 plus \$19.50 tax and services per person! Double occupancy! Single rates \$100 additional. Children under 12, sharing room with adults \$100 less. \$100 minimum deposit per person. Final payment due 30 days before departure. NCTA members may make loans through our NCTA Credit Union.

Departure dates are tentative at this point, but scheduled for July 15-29, 1969.

More information and a formal application will be forthcoming. Direct all inquiries to:

E. B. Palmer, Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina 27601

Letters To The Editor

Dear Mr. Palmer:

This is to thank you for your telegram urging my support of the amendments offered on the floor of the House of Representatives to HR 18037, the HEW Appropriation Bill for fiscal 1969.

While the House Appropriations Committee approved only \$80 million for the Education Professions Development Act, the House approved amendments to bring this amount up to \$126.9 million.

The Senate Appropriations Subcommittee for HEW began hearings on the House-passed measure today, and I am sure that it will give careful study to the action taken by the House on the various education programs.

You may be sure that I will bear in mind the interest of the North Carolina Teachers Association in this legislation when it is considered by the Senate.

With kindest regards,

Sincerely yours,
Sam J. Ervin, Jr.

* * *

Dear Mr. Palmer:

Thank you for your telegram concerning funds for educational programs.

As you know, the House is considering appropriations for the Department of Health, Education, and Welfare at the present time. I hope the House will be careful and thoughtful before making any drastic cuts in education appropriations.

I have been a strong supporter of federal aid to education since I came to the Senate ten years ago, and I hope to continue this record. However, I recognize the need for cutting Government spending as much as possible because of the increasing federal deficit.

In view of the importance of the various education programs, I shall certainly question the wisdom of making any drastic cuts, and I shall keep in mind the needs of North Carolina. Your opinions on this subject so important to us all will be most helpful to me as I study education programs in terms of our national budget.

With best regards,

Sincerely,
B. Everett Jordan

Dear Mr. and Mrs. Palmer:

Several years ago, we decided to create a regional Art Gallery. This endeavor began in a rather unpretentious manner, in an unused space in our office, with no predictable clientele, no experience in dealing in art, as well as many other unknowns. Though this gallery was open for only two years, it grew to the point that we needed more space in order to function properly. We therefore decided to close until we could provide suitable space to present contemporary art under only the best possible circumstances.

We are pleased to inform you that The Garden Gallery, located above our office facility, will again open its doors on September 8th of this year, this time in a new space designed especially for the display of art. There will also be a large garden area in conjunction with the Gallery used for art display. We will handle only original works of contemporary art: painting, sculpture, graphics, ceramics and mosaics. We have scheduled new show openings for each month and will, in addition, maintain a large permanent collection.

We hope that you will make The Garden Gallery a place to visit and to bring your friends when they are in the area. My wife, Mary Jo, is the Director and either she or other members of her staff will be happy to answer questions and show you around at any time.

Sincerely yours,
Richard C. Bell

U. S. Department of Commerce

Maritime Administration
United States Merchant Marine Academy
Kings Point, New York
11024

Dear Sir:

The United States Merchant Marine Academy desires to inform qualified young black men of the opportunities available to them at the Academy and in the United States Merchant Marine.

The Academy, operated by the Maritime Administration of the United States Department of Commerce, is located on Long Island Sound at Kings Point, New York, about twenty miles from New York City. The Academy educates and trains young men for careers as licensed deck or engineering officers in the Merchant Marine, through a four year college curriculum leading to the Bachelor of Science degree. In addition to receiving a degree and a license as third officer or third



Mr. Vance Chavis

Teachers In Politics



Mr. George Newell

More and more teachers and educators are learning that they have power once unimagined. The power is in the political arena where those with numbers and a unified voice do count and can make their voices heard and heeded.

Outside of registering and voting some people feel that teachers should not have an active part in politics, while figures indicate that 75 percent of teachers feel that members of their profession should be actively involved.

A few of these became involved and tossed their hats in the ring for political position.

Mr. Vance Chavis, principal of Lincoln Junior High School, in Greensboro was elected to the Board of Trustees of Johnson C. Smith University.

He held positions on the Board of Management of Hayes-Taylor YMCA, Board of Directors of the Greensboro Community Council, Board of

Directors of Greensboro United Day Care Service and as a member of the Trustee Board of Guilford Technical Institute.

Mr. George F. Newell, Associate Professor and Dean of Men at Winston-Salem College with 35 years of experience in the field of Public Education was a candidate in the May 4th Winston-Salem, Forsyth county primary. Seeking a position on its school board, Mr. Newell used as his theme: Experience and Qualifications. A graduate of Johnson C. Smith University, he has received further study at numerous colleges and universities.

We are proud to add the names of Mr. Vance Chavis and Mr. George Newell to the list of teachers carried in our May issue of the RECORD who have informed the public that they are using their **TEACHER POWER**.

assistant engineer, graduates are commissioned as Ensigns in the United States Naval Reserve.

Candidates for admission must be nominated by a Congressman or Senator, but are selected for appointment by the Academy, based upon their competitive standing with the state from which nominated. Competitive standing is determined by College Board Examination scores, high school record, and a subjective evaluation of candidates' leadership potential and motivation.

Young men desiring admission to the Academy with the class entering in July 1969 should request a nomination from a Congressman or Senator as soon as possible, and not later than December 1968. In cases where a man has difficulty in obtaining a nomination, the Academy may be able to render assistance if so requested by your office.

We have had numerous black graduates from the Academy, all of whom have served our nation well and pursued successful careers. We hope that your organization will be able to assist us in our effort to recruit qualified young men from the communities which you serve.

Additional information may be obtained by writing to:

Admissions Office
U. S. Merchant Marine Academy
Kings Point, New York 11024

We would be particularly appreciative if you could furnish us with the names and addresses of young men interested in our program.

Sincerely,
Gordon McLintock
Rear Admiral, USMS
Superintendent

Fayetteville City Unit Of NCTA

1968-1969

Plan Of Organization

Editor's Note:

The following structure is published in order that we might share with the membership how a local unit might go about involving its membership and structure for an on-going program.

The purpose of this organization is to elevate the character, advance the interests of the teaching profession, and to increase its service and effectiveness during these times of change. It is believed that these objectives can best be fulfilled by encouraging the following policies.

1. We shall strive to conduct the business of this association properly and abide by the rules of parliamentary procedure.
2. We shall strive to shorten our general business meetings by eliminating all but controversial issues in meetings of the Executive Committee.
3. We shall treat with all due respect reports by committee members and comments from the floor.
4. We shall receive all suggestions courteously. Suggestions may be made orally or in writing.
5. We encourage 100% attendance at meetings and active participation by all members.

OFFICERS OF LOCAL UNIT OF NCTA

President Mr. J. A. Hollingsworth (EES) (SO)
 Vice-President Mrs. I. F. Easley (SO)
 Secretary Mrs. P. P. Walker (NO)
 Assistant Secretary Mrs. Q. M. Uzzell (WD)
 Treasurer Mrs. M. J. Black (WD)
 Financial Secretary Mrs. B. Pindle (WD)
 Parliamentarian Mr. E. E. Miller (EES)

The following committees have been appointed to serve during the 1968-69 school year. We appreciate your cooperation and invite your suggestions.

The chairman of each committee is expected to arrange for and call meetings as frequently as necessary to fulfill the responsibilities of that committee to the organization. The next two persons named after the chairman, in that order, in the absence of the chairman and on request of the chairman, shall assume the chairmanship of that committee.

Executive Committee

Mr. J. A. Hollingsworth (EES) (SO)	Miss Alice McGeache (NO)
Mrs. I. F. Easley (SO)	Mr. R. C. Williams (EES)
Mr. W. C. Bridgers (EE)	Mr. J. Gillespie (WD)
Mr. L. T. Council (EE)	Mrs. S. B. Cobb (FS)
Mrs. P. P. Walker (NO)	Mrs. E. T. Felton (F)
Mrs. Q. M. Uzzell (WD)	Mrs. A. P. Hinson (EE)
Mrs. M. J. Black (WD)	Mr. C. E. Torrey (EE)
Mrs. B. Pindle (WD)	Mrs. S. DeBerry (WD)
Mr. E. E. Miller (EES)	Mr. W. T. Brown (WD)
Mrs. K. C. Forshee (WD)	Mr. L. Madison (WD)
Mrs. J. Clement (EES)	Mrs. A. O. Williams (SO)
Mrs. M. T. McKoy (WD)	Mrs. V. R. Davis (EE)
Mrs. V. Holland (NO)	Mrs. N. Feemster (NE)
Mr. R. W. Ireland (W)	Mr. D. LaHuffman (EES)
Mrs. M. McIntyre (F)	Mrs. M. Berrien (NO)
Mrs. Catherine Adams (JS)	
Mrs. E. Cordon (NE)	

Advisory Committee To The Superintendent

Mr. J. A. Hollingsworth (EES) (SO)	
Mrs. K. C. Forshee (WD)	Alternates
Mr. L. T. Council (EE)	Mrs. J. S. Clement (EES)
	Mrs. M. T. McKoy (WD)
	Mr. W. C. Bridgers (EE)

Membership Committee

Mrs. V. Holland (NO), Chairman	
Mrs. J. Clement (EES), Co-chairman	
Mrs. M. Barrien (F), Co-chairman	
Mr. J. R. Griffin (WD)	
Mrs. M. Robinson (FS)	Mr. C. Squalls (W)
Mrs. L. McKoy (EE)	Mrs. C. Lane (JS)
Mrs. M. Mitchell (WD)	Mr. D. Whitted (AG)

Building Representatives

Mr. W. C. Bridgers (EE)	
Mr. R. W. Ireland (W)	Mrs. A. McGeachy (NO)
Mrs. M. McIntyre (F)	Mr. R. C. Williams (EES)
Mrs. C. Adams (JS)	Mr. J. L. Gillespie (WD)
Miss E. Cordon (NE)	Mrs. S. B. Cobb (FS)

Professional Rights and Responsibilities Committee

Mrs. K. C. Forshee (WD), Chairman	
Mrs. A. McGeachy (NO)	
Mrs. G. Edwards (JS)	Mrs. E. Haith (NE)
Mrs. R. H. Davis (W)	Mrs. D. E. Lane (EES)
Mrs. F. G. Simpson (F)	Mrs. H. Hunter (WD)

Legislative Committee

Mrs. E. T. Felton (F), Chairman	
Mrs. A. P. Hinson (EE)	
Mrs. A. Weathers (NO)	Mrs. M. L. Walker (EES)
Mrs. C. S. Smith (W)	Mrs. R. Murchison (WD)
Mrs. G. Foushee (JS)	Mrs. I. Lane (FS)
Mrs. V. Purcell (NE)	Mrs. L. Jones (NO)

Dates, Times and Places Committee

Mr. C. E. Torrey (EE), Chairman
Mrs. T. C. Berrien (NO)
Mr. W. T. Brown (WD) Mr. T. D. Murchison (NE)
Mr. E. E. Miller (EES) Mr. J. E. Purcell (W)
Mr. J. W. McKoy (JS) Mr. R. B. Smith (F)

Professional Activities Committee

Miss C. Thompson (EES), Chairman
Mrs. E. M. Uzzell (WD), Co-chairman
Mrs. E. Greene (EE) Mrs. N. Feemister (NE)
Mrs. A. J. Smith (W) Mrs. E. Dew (NO)
Miss E. V. McIver (F) Mrs. M. Payne (JS)

Budget and Finance Committee

Mr. W. C. Bridgers (EE), Chairman
Mrs. S. DeBerry (WD), Co-chairman
Mrs. O. O. Jeffreys (F) Mr. R. B. Smith (F)
Mrs. E. P. Donaghue (W) Mrs. B. Pindle (WD)
Mr. G. Greene (JS) Mr. L. Lofton (RR)
Mrs. K. Freeman (NE) Mr. J. E. Purcell (W)
Mr. J. Elliott (NO) Mr. W. T. Brown (WD)
Mr. S. E. Young (EES) Mrs. V. R. Davis (EE)
Mr. C. E. Torrey (EE) Mr. J. L. Gillespie (WD)
Mr. E. E. Miller (EES) Miss C. L. Thompson (EES)
Mrs. A. O. William (SO) Mr. J. W. McKoy (JS)
Mrs. M. J. Black (WD) Mr. L. Madison (WD)

Nominating Committee

Mr. L. R. Haith (WD), Chairman
Mrs. A. Gerald (NE) Mrs. M. Payne (JS)
Mrs. B. P. Tyler (W) Miss Z. Johnson
Mrs. V. R. Davis (EE) Mr. H. Cameron (EES)
Mr. J. G. Newman (F) Mrs. Landry (AG)

Liaison Committee

Mr. L. T. Council (EE), Chairman
Mr. J. R. Griffin (WD)
Mrs. I. Easley (SO), Co-chairman
Mr. W. C. Bridgers (EE), Alternate
Mr. C. C. Gibbs (EES)
Mrs. S. Wesson (NO)
Mrs. C. Lane (JS)
Mr. B. Harris (JS), Alternate
Mrs. S. B. Cobb (JS)
Mrs. E. B. Parker (EE), Alternate
Mrs. V. P. Newell (W)
Mrs. M. D. McClatchy (WD)
Mrs. G. Franklin (NE)
Mrs. E. M. Durham (F)

SPECIAL PROJECTS COMMITTEE

Steering Committee

Mr. W. T. Brown (WD), Chairman
Mr. R. B. Smith (F), Co-chairman
Mrs. G. R. Hollingsworth (JS)
Mr. E. E. Miller (EES) Mrs. R. Torrey (EES)
Mrs. McKoy (WD) Mrs. J. M. Council (F)
Mrs. V. McIver (NE) Mrs. M. L. Wood (W)
Miss L. O. Baldwin (EE) Mrs. V. Dunton (NO)
Mrs. I. Easley (SO) Mr. J. W. McKoy (JS)
Mr. L. Madison (WD) Mrs. C. P. McNeil (EES)
Mrs. A. O. Williams (SO) Mrs. C. Adams (JS)

Sub-committee On Promotions

Mr. L. Madison (WD), Chairman
Mrs. F. Hunter (WD), Co-chairman
Mrs. G. R. Hollingsworth (JS)
Mrs. V. R. Davis (EE)
Mrs. A. O. Williams (SO) Mrs. J. M. Council (F)
Mrs. I. Easley (SO) Mrs. C. Adams (JS)
Mrs. C. P. McNeil (EES) Mrs. R. Torrey (EES)

Luncheon Committee

Mr. E. E. Miller (EES), Chairman
Mrs. R. H. Davis (W) Mrs. R. L. Torrey (EES)
Mrs. S. S. Bradley (EE) Mrs. T. Avent (NE)
Mrs. M. C. Douglas (F) Mrs. M. Jones (NO)
Mrs. M. Wilson (JS) Mrs. B. Pindle (WD)

Sub-committee On Margaret Walker Scholarship Fund

Mr. J. W. McKoy (JS), Chairman
Mrs. McKoy (WD) Miss L. O. Baldwin (EE)
Mrs. V. McIver (NE) Mrs. V. Dunton (NO)
Mrs. M. L. Wood (W) Mr. R. Ford (EES)

Floral and Hospitality Committee

Mrs. A. O. Williams (SO), Chairman
Mrs. A. McDonald (NE) Mrs. N. Butler (F)
Mrs. R. Murchison (WD) Mrs. V. Bryant (JS)
Mrs. V. S. Moore (W) Mrs. B. R. Reeder (EES)
Mrs. A. Hinson (EE) Mrs. G. Griffin (NO)
Note: Please send all receipts of condolences to the secretary:

Mrs. P. Walker (NO)
1517 Slater Avenue
Fayetteville, N. C. 28301

Social Committee

Mrs. V. R. Davis (EE), Chairman
Mr. J. L. Gillespie (WD)
Mrs. G. Hollingsworth (JS) Mrs. E. P. Donaghue (W)
Mrs. J. Freeman (NO) Mrs. J. G. Newman (F)
Mrs. M. L. Walker (EES) Mr. L. T. Council (EE)
Mrs. G. Franklin (NE) Mr. L. Madison (WD)
Mrs. M. McAllister (F) Mr. C. C. Gibbs (EES)

TEPS

Mrs. J. Chavis (WD), Chairman
Mrs. B. Pindle (WD)
Mrs. E. Uzzell (WD) Mrs. C. V. Wesson (NO)

NCTA Credit Unions

Mrs. N. Feemster (NE), Chairman
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Mrs. R. V. Henderson (W) Mrs. A. B. Haggens (F)

Hammocks Beach

Mrs. T. C. Berrien (NO), Chairman
Mrs. A. McGeachy (NO), Co-chairman
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Mrs. I. B. Haire (F) Mrs. V. McIver (NE)
Mrs. J. S. Hinton (W) Mrs. P. Foushee (JS)
Mrs. V. Sands (WD) Mrs. W. W. Ray (F)

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Mrs. R. Ireland (W), Chairman
Mr. R. C. Williams (EES) Mrs. M. T. Gavin (WD)
Mr. R. C. Williams (EES) Miss P. Bolles (NO)
Mrs. B. A. Bridgers (W) Mrs. S. S. Bradley (EE)
Mr. J. L. Gillespie (WD) Mr. F. Neil (NE)
Mrs. J. Chavis (WD) Mrs. M. Dunham (JS)

Public Relations

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Mr. I. Walker (EES), Co-chairman
Mrs. Z. Johnson (NO)
Mrs. E. B. Parker (EE) Miss K. Freeman (WE)
Mrs. M. C. Douglas (F) Mrs. G. McKoy (JS)
Mrs. R. Doub (WD) Mrs. L. M. Virgil (W)

Constitution

Mr. D. LaHuffman (EES), Chairman
Mrs. L. D. Edwards (WD) Mrs. C. Adams (JS)

Historical Committee

Mrs. I. Easley (SO), Chairman
Mr. L. T. Council (EE), Co-chairman
Mr. J. R. Griffin (WD)
Mr. J. W. McKoy (JS)
Mrs. G. Edwards (JS) Mrs. M. J. King (WD)
Mrs. N. T. Council (WD) Mrs. A. Brown (NE)
Mr. J. G. Newman (F) Mrs. G. Regis (EE)
Mrs. M. Jones (NO) Mr. J. Mathis (RR)

NOTE: All committee Reports shall be in writing with at least 3 copies for filing.

DUTIES OF COMMITTEE CHAIRMEN

Chairman will designate co-chairmen if they consider it necessary and if none have been designated. The committee chairman will not hesitate to call committee meetings when necessary. The

chairman will notify all committee members of the meeting and the group will abide by the decision of the majority of the committee members present.

DUTIES OF COMMITTEES

Executive Committee

This committee is composed of the officers of the association and (A) representative(s) from each school. It will serve as an advisory council in planning the program of the association. This committee may be asked to give authorization before any committee may undertake any project involving the association. (see By-laws, Article V—Committee and Duties—Section 2).

Advisory Committee To The Superintendent

This committee shall meet with the superintendent at such time as is designated to assist him in making decisions that involve the welfare and best interests of teachers.

Membership Committee

The membership committee shall meet and determine how they may encourage a high level of membership and participation in the activities of the Local Unit of the North Carolina Teachers Association until such time as a plan of merger is effected. The individual members will collect memberships in the school to which they are assigned.

Building Representatives

Building Representatives shall represent the NCTA at their individual school. They shall arrange for and call building meetings, when it is deemed necessary, to disseminate information and to get teacher decisions on matters of importance. They shall assist the member of the membership committee in their building in encouraging teachers to join the NCTA and in the collection of dues.

Legislative Committee

This committee shall keep informed as to the proposed programs of local school authorities, and of local, state, and national educational associations. The committee will maintain a dialogue, make recommendations, and propose plans of legislation beneficial to NCTA members. Where deemed advisable these plans will be forwarded to the state level so that the officers at that level may adequately represent us. This committee is expected to work for community understanding and support of all the proposed programs endorsed by the NCTA.

Professional Rights and Responsibilities Committee

This committee shall discuss, plan, and disseminate information on the professional responsibilities of teachers, to insure that all concerned are cognizant of their duties to society. They shall also explore the channels for the redress of grievances and the machinery established for the protection of professional rights of teachers, and then inform the membership.

Dates, Times, And Places Committee

This committee is expected to arrange a suitable date, time, and place for each meeting of this association.

Professional Activities Committee

This committee shall plan and execute the professional meetings of the association. Stress on seminars, workshops, and programs to develop leadership are recommended.)

Budget and Finance Committee

This committee is expected to plan and present for the 1968-69 school term a budget on a percentage basis. This committee is expected to meet such future needs as may arise. (See recommended guidelines for the 1968-69 school year for the Fayetteville City Unit of the NCTA, dated June 12, 1968). The budget committee is to assist the special projects committee financially in the promotion of worthy money raising activities where necessary and when deemed advisable. The budget committee should consider assisting the social committee financially in promoting a dance during the Thanksgiving Holidays if it is deemed that such a venture will promote membership. (This will be coordinated with the county.) Adequate financial provision should be made so that communications can be made with our teachers who are spread out.

Nominating Committee

This committee shall make nominations of persons to fill any vacancies which occur in elective offices during the year and nominate officers for the following term. This committee also shall supervise the election of NEA delegates and NCTA delegates.

Liaison Committee

This committee shall represent the city unit of the NCTA in all joint meetings with the Liaison Committee of the NCTA for the purpose of establishing communication and bettering the working relationship between the local units of the North Carolina Education Association and the North Carolina Teachers Association.

The Liaison Committee of the NCTA shall prepare and submit recommendations to the Executive Committee with respect to merger for revision and/or approval. Approved recommendations will be forwarded to the Executive Secretary of the NCTA.

Special Projects Committee

The Special Projects Committee shall be composed of (3) committees: The steering committee, the sub-committee on promotions, and the sub-committee on the Margaret Walker scholarship Fund. The Special Projects Committee shall supervise all efforts to raise money for the NCTA other than the collection of dues. This organization is for the express purpose of giving flexibility in the use of funds to meet expenses. Funds raised through promotions may be allocated as

the budget committee deems necessary. Funds raised for the scholarship fund must be so used. The objective is to balance the budget.

Steering Committee

The Steering Committee will determine and plan programs to raise funds for the NCTA. It will guide, assist and provide the impetus to the sub-committees, which will implement the programs. This shall not be meant to limit the chairman of the sub-committee from taking the initiative on some worthy project that has merit. The chairman of a sub-committee may execute such a project by obtaining authorization from the Steering Committee.

Sub-committee on Promotions

This committee will implement programs determined by the Steering Committee to raise funds for the NCTA. Possible promotions may be raffles, amateur night, a fashion show, a theater party, a beautillion, card parties, etc.

Sub-committee on the Margaret Walker Scholarship Fund

This committee will implement programs to raise money for the Margaret Walker Scholarship Fund.

Luncheon Committee

This committee shall plan a luncheon for fellowship and in honor of the new teachers who will be appointed by the Board of Education to work in the Fayetteville City Schools for the school term. (The committee is to be complimented for the excellent program they had for the new teachers in August 1968 for the 1968-69 school term.)

Floral and Hospitality Committee

The members of this committee will be responsible for sending a floral design or other expressions in their particular school when a situation requires it. The bill should be sent to Mrs. M. J. Black (WD), Treasurer of the Fayetteville City Unit of the NCTA, 1507 Seabrook Road, Fayetteville, N. C. 28301.

Social Committee

This committee shall plan our annual social affair. Consideration should be given to the possibility of having it during the Thanksgiving Holidays providing arrangements can be made at that time.

Welfare Fund Committee

This committee will plan, promote and solicit funds from teachers for the welfare fund which shall be for the relief of fellow teachers in distress.

Public Relations

This committee shall publicize the purposes, activities, and concerns of the local NCTA unit.

Historical Committee

This committee shall plan for the disposition of the records, files and history of the Fayetteville City Unit of the NCTA upon the completion

of merger. It should plan, implement, and encourage the fraternities and sororities (which are composed primarily of teachers and other interested organizations) to form a pan-hellenic group to preserve the history of the organization, to assume functions of the NCTA not provided in the new organization, to keep track of former NCTA members and persons who would have become members, to hold an annual social to bring the teachers together, to keep track of teachers (new and old) and to come to the relief of the fellow teachers in distress. The plans for this implementation should be presented to the Executive Committee and upon approval, forwarded to the Executive Secretary.

Suggestion Box

Suggestions, be they signed or anonymous, typed, printed, or handwritten are not only accepted, but they are encouraged. Please direct same to any of the officers or to J. A. Hollingsworth, E. E. Smith Senior High School, Fayetteville, N. C. 28301.

LEGEND:

- (EES)—E. E. Smith Senior High
- (WD)—Washington Drive Jr. High
- (F)—Ferguson Elementary School
- (W)—Walker Elementary School
- (EE)—Edward Evans Elementary School
- (NO)—North Street Elementary School
- (JS)—J. S. Spivey Jr. High School
- (NE)—Newbold Elementary School
- (SO)—Superintendent's Office
- (FS)—Fuller School
- (TS)—Terry Sanford Senior High
- (AG)—Alexander Graham Jr. High
- (RR)—Reid Ross Senior High
- (B)—Belvedere Elementary School
- (PJ)—Pauline Jones Elementary School
- (HS)—Horace Sisk Elementary School
- (GA)—Glendale Acres Elementary School
- (HA)—Haymount Elementary School
- (LS)—Lucille Souders Elementary School
- (R)—Ramsey Street Elementary School
- (VH)—Vanstory Hills Elementary School
- (WE)—Westlawn Elementary School

**SUPPORT YOUR
STATE AND LOCAL
ASSOCIATION
PAY YOUR
DUES EARLY!**

Phillips Keynotes South Eastern District Teachers Meet



DISTRICT LEADERS — Principals at the Southeastern District North Carolina Teachers Association (NCTA) meeting here Friday pose following a featured address by Dr. Craig Phillips, Democratic nominee for the position of Superintendent of Public Instruction. Phillips, second from the right, is with, from the left, L. G. Muldrow, district president; L. D. Best, vice president; and Mrs. A. N. Gerald, district director.

Speaking at the Southeastern District's 32nd Annual Meeting, North Carolina Teachers Association (NCTA), Friday, October 11, Dr. Craig Phillips pointed out five areas in which teachers must increase their own proficiency in order to teach children to meet today's new world.

Phillips listed them as:

1. The teaching of basic knowledge.
2. Helping youngsters to communicate and use the language.
3. The understanding of people different from ourselves.
4. The setting of worthy goals.
5. The acceptance of responsibility for taking care of public wealth.

He asked the teachers how they could hope to teach children to do these things unless they themselves increased their own awareness in these areas.

Phillips, administrative vice president of the Richardson Foundation and Democratic nominee for the State Superintendent of Public Instruction, said, "Public Education is not only big business but it is our most important business."

He called this an awesome responsibility for our teachers.

Phillips spoke at the luncheon meeting of the SED and at the outset disavowed any political purpose to his address. He said he was appearing only because of his interest in education.

Keynote speaker for the one-day session was Mrs. Mary Scott, NEA Director of the DuShane Defense Fund. Other speakers included J. T. Burch, Assistant Superintendent, Charlotte-Mecklenburg Schools, E. B. Palmer, Executive

Secretary, NCTA and L. G. Muldrow, District President.

"A Time for Educational Statesmanship" was the general theme of the meeting.



KEYNOTE SPEAKER WITH NCTA PARTICIPANTS — Mrs. Mary Scott, NEA Director of the DuShane Defense Fund (extreme right) chats with participants in the 32nd Annual Meeting of the Southeastern District, North Carolina Teachers Association, held at Fayetteville State College Friday, October 11. With Mrs. Scott are (usual order) Dr. Uzzell, FSC academic dean; L. D. Muldrow, District President; and Mrs. Ruth B. Jones, NCTA President.



NCTA Principals — Meeting at Fayetteville State College Friday, October 11, principals of the North Carolina Teachers Association look over the agenda for the one-day meet. Left to right, Mrs. A. N. Gerald, district director; Mrs. Edna Richards, Executive Secretary, NCTA Classroom Teachers; E. B. Palmer, Executive Secretary; Mrs. Ruth B. Jones, NCTA President; and John Hollingsworth, President, Fayetteville NCTA.



Left to right — William Monroe, C. C. Avent, Peggy McNeill, J. T. Burch, Charlotte.

WASHINGTON OUTLOOK ON EDUCATION

FEDERAL LEGISLATION

HOUSE TO VOTE ON TAX SURCHARGE AND SPENDING CUT

The House of Representatives voted June 12 on HR 15414, the tax surcharge/spending cut bill. On May 29, the House voted down a resolution to restrict Fiscal 1969 cuts to \$4 billion, instead of the \$6 billion reduction agreed to by a conference committee.

This bill would impose a 10% income surtax; provide for a \$6 billion cut in Fiscal 1969 government spending; provide for a \$10 billion cut in requested FY 1969 appropriations; and rescind \$8 billion of unspent prior-year appropriations.

The Administration, desperate for a dollar-strengthening income surtax, would go along with a \$4 billion cut in FY 1969 spending, but declared that a slash of \$6 billion would throw federal programs into "chaos."

Everyone seems to agree that spending must be cut back this year. The problem is where. Legally, social security and highway trust funds are exempt. Estimates are that in non-defense spending, only \$39 billion can be pared by the appropriations committees. Of this, education accounts for nearly \$10 billion, and this figure is far below the amounts authorized by law.

Washington observers predict that, unless appropriations committees are unexpectedly liberal, federal education expenditures would be cut by close to \$1 billion during the coming year, with Title I of ESEA slashed by as much as \$500,000,000.

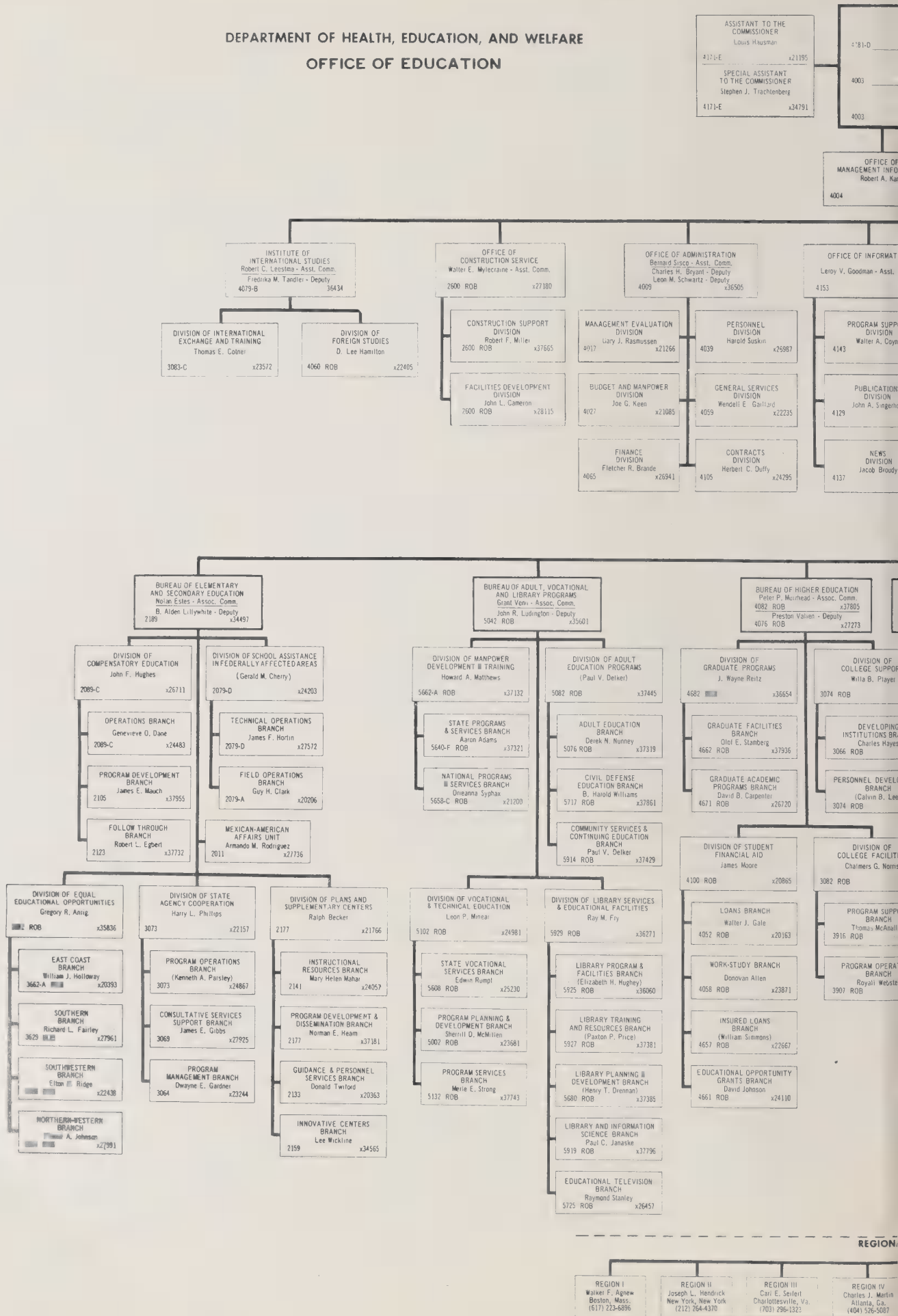
NEW DIRECTIONS IN THE OFFICE OF EDUCATION

On May 13 the Office of Education held a briefing on new guidelines for the operation of Title I and Title III of ESEA. It is apparent that at least the Title I guidelines have been formulated on the basis of findings of the National Advisory Council on the Education of Disadvantaged Children submitted to the President on January 31, 1968.

The new Title I guidelines emphasize conformity with criteria established with the Office of Education. They call for greater concentration of funds on fewer children. They call for interaction of Title I programs, under comprehensive planning, with other programs and agencies. Priority needs of educationally deprived children are to be "determined in consultation with teachers, parents, private school authorities, and representatives of other agencies which have a genuine and continuing interest in the children."

According to the new criteria, Title I programs may even be viewed as requiring modification of the regular programs so that they would "provide a better base" for the new techniques. (This suggests the watchword "innovation," which indeed permeates OE thinking.) Summer programs, in-service training, teacher aides, parent involvement, and information dissemination are specifically mentioned as items to be looked for in project assessment.

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2. Parentheses around a name denote an acting capacity.
3. ROB denotes Regional Office Building, 7th and D Streets, SW.
4. All other headquarters offices are in FOB 6, 8th Maryland Avenue, SW.

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BOX SCORE ON MAJOR EDUCATION BILLS AS OF MAY 29, 1968

Bill	House	Senate	Major Provisions
General Education Assistance Act of 1968 S 3400		Pending in subcommittee	NEA bill to authorize payments of \$100 per school-age child to the states (about \$6 billion starting in Fiscal 1970). At least 50% of funds to be used to increase teacher salaries; remainder to be allocated by state education agencies to local district to meet "urgent needs."
Higher Education Amendments HR 15067, S 3098	Subcommittee markup in progress	Subcommittee hearings completed	Extends NDEA, Higher Education Facilities Act, Higher Education Act of 1965; creates "Networks for Knowledge;" provides public service education.
Student Aid Program HR 16729	Passed May 9, 1968		Combines NDEA student loan program, work-study, educational opportunity grants, and guaranteed loan program.
Vocational Education Amendments HR 15066, S 3099	Subcommittee hearings completed	Subcommittee hearings completed	Consolidates and improves existing vocational programs; removes ceiling on authorizations; provides state-wide matching of federal funds, instead of matching by separate categories; creates a separate program for homemaking education; provides for advance funding.
Judicial Review S3	Hearings completed	Passed April 11, 1967	Permits court tests of constitutionality of federal aid legislation.
Medicare for Teachers HR 294 et al., S 1071	Pending in committee	Pending in committee	Extends medicare coverage to 700,000 teachers not presently included
Juvenile Delinquency Prevention and Control HR 12120, S 1248	Passed September 26, 1967	Pending in committee	Provides preventive and rehabilitative centers and services.
Balance of Payments Travel Tax Proposal HR 16241	Passed April 4, 1968	Pending in committee	Administration proposal would tax foreign travel and reduce duty-free exemptions; House imposed 5% tax on overseas fares and reduced duty-free exemption from \$100 to \$10.
Civil Rights Act HR 2516	Signed by President April 11, 1968 Public Law 90-284		Forbids discrimination in housing; prohibits interference with civil rights including right to educational pursuits.
Copyright Revision HR 2512, S 597	Passed April 11, 1967	To be reintroduced next year	Complete revision of 1909 statute; stalled in Senate over technological innovative materials.
National Foundation on Arts and Humanities Foundation Amendments HR 11308, S 2061	Passed February 27, 1968	Passed May 7, 1968	Extends programs for two years; Senate authorization exceeds House authorization.
National Science Foundation Amendments HR 5404	Passed April 12, 1967	Floor action due	Includes social science activities in NSF program; Senate bill, S 836 would create separate social science foundation.
Housing and Urban Development Act HR 15624, S 3497	Hearings completed	Passed May 28th	Provides broad public-private plan for rebuilding the residential hearts of large and small cities, including educational facilities.
Retirement Income Tax Credit HR 16215	Pending in committee		Increases tax credit on retirement income for persons not covered by Social Security.
Urgent Supplemental Appropriation (FY 1968) HR 15399	Senate rejected conference report April 10.		Restores \$20,810,000 for Sec. 3 (a) of Public Law 874.
Vocational Rehabilitation Amendments HR 16819, HR 16134	House Passed May 6, 1968	Pending in Committee	Extends and broadens scope of goods and services for the handicapped.
School Lunch Act Amendments HR 15398	Passed March 5, 1968	Passed April 17, 1968 Public Law 90-302	Provides food service for impoverished pre-school children in daycare centers, settlement houses and recreation centers.
Labor HEW Appropriation FY 1969	Subcommittee hearings in progress	Subcommittee hearings in progress	Includes operating funds for U. S. Office of Education programs.

U. S. Coast Guard Academy

The 93rd annual competition for admission to the United State Coast Guard Academy, located at New London, Connecticut, will commence with the December 7, 1968 administration of the College Entrance Examination Board tests given in over 3,000 test centers throughout the country. Appointments to the Academy are tendered solely on a competitive basis with no congressional appointments or geographical quotas. Applications to participate in the December CEEB tests must be made to the Educational Testing Service prior to 2 November 1968.

To qualify, an applicant must be unmarried and must have reached his 17th but not his 22nd birthday by July 1, 1969. The minimum educational requirement is a high school diploma, however, high school seniors assured of graduation by June 30, 1969 are eligible to compete provided they have at least 15 credits by that time. Applicants must have completed three units in English, and three in mathematics including algebra and plane or coordinate geometry or their equivalents. Applicants must be in excellent physical condition, between 64 and 78 inches in height, with proportionate weight, and have at least 20/30 vision in each eye, correctable to 20/20.

Qualified young men are urged to enter this nationwide competition for appointment as cadets in the nation's oldest sea-going service. Those appointed will receive an excellent college education which emphasizes engineering, physical science, social science, or marine science-oceanography and leads to a Bachelor of Science degree and a

commission as an Ensign in the Coast Guard.

Additional information and application forms can be obtain-

ed from high school guidance counselors or by writing to the Director of Admissions, U. S. Coast Guard Academy, New London, Connecticut 06320.

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No language arts program today is complete without a planned study of poetry. The *Invitation to Adventure* series weaves good juvenile poetry into the stories and makes the most of the child's natural enthusiasm for this more complex language form.

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NAACP Legal Defense

DOCKET REPORT

JUNE 1968

NORTH CAROLINA

- I. **Allen v. Asheville City Board of Education**, C.A. No. 2560 (W.D. N.C.)
Filed August 19, 1966. School case challenging gerrymandering of school lines. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- II. **Barron v. The Washington City North Carolina Board of Education**, Civ. No. ____ (E.D. N.C.)
No change. See October docket. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- III. **Boomer v. Beaufort County Board of Education**, Civ. No. ____ (E.D. N.C.)
Plan being negotiated. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- IV. **Bowden v. Sampson County Board of Education**, C.A. 798 (E.D. N.C.)
Motion for further relief filed. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- V. **Bowditch v. Buncombe County, North Carolina Board of Education**.
Awaiting answers to interrogatories. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- VI. **Bryant v. Carteret County Board of Education**, Civ. No. ____ (E.D. N.C.)
Negro school being closed. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- VII. **Burns v. Wilkes County Board of Education**, Civ. No. ____ (M.D. N.C.)
Consent order being negotiated. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- VIII. **Clayton v. Person County Board of Education**, Civ. No. ____ (M.D. N.C.)
Desegregation plan outstanding. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- IX. **Conley v. Transylvania County Board of Education**, Civ. No. 2094 (W.D. N.C.)
To be reopened on teacher issue. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; RUBEN CHAMBERS, CHARLOTTE, N.C.; RUBEN DAILEY, ASHEVILLE, N. C.)
- X. **Coppedge v. Franklin County Board of Education**, Civ. No. 1796 (E.D. N.C.)
Motion granted, modified pairing plan ordered. School board has filed a notice of appeal. Briefs filed; case argued February 5, 1968. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; JAMES N. FINNEY, ROBERT BELTON)
- XI. **Baton v. New Hanover County**, Civ. No. ____ (E.D. N.C.)
Awaiting trial. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- XII. **Farmer v. Greene County Board of Education**, Civ. No. 7125 (5th Cir.)
No change. See October docket. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- XIII. **Felder v. Harnette County, North Carolina School Board**, Civ. No. ____
Awaiting trial. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- XIV. **Felton v. Chowan County Board of Education**, C.A. No. 550 (E.D. N. C.)
Filed November 9, 1966. School case. Motion for further relief filed seeking geographical zones. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- XV. **Ford v. Cumberland County Board of Education**, Civ. No. 668 (E.D. N.C.)
Desegregation plan entered. (J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ARTHUR LANE, FAYETTEVILLE, N. C.; ROBERT BELTON)
- XVI. **Gill v. Concord City Board of Education**, Civ. No. ____ (M.D. N.C.)
Awaiting trial. (CONRAD PEARSON, DURHAM, N. C.; J. LEVONNE CHAMBERS, CHARLOTTE, N. C.; ROBERT BELTON)
- XVII. **Gilmore v. High Point City Board of Education**, Civ. No. C-51-G-63 (M.D. N.C.)
Board has plan for completed desegregation of all high schools and freedom of choice for elementary school for 1968-69 school year. (SAM CHESS, HIGH POINT, N.C.; J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)
- XVIII. **Godwin v. Board of Education**, (E.D. N.C.)
School desegregation case involving faculty and students. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XIX. Hickman v. Craven County Board of Education, Civ. No. 637 (E.D. N.C.)

Plan being negotiated. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XX. Jones v. Pamlico County Board of Education, Civ. No. — (E.D. N.C.)

Princeton plan offer entered. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXI. Nesbitt v. Statesville City Board of Education, Civ. No. — (W.D. N.C.)

Decision pending. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXII. Newberne v. Duplin County Board of Education, Civ. No. 1307 (E.D. N.C.)

Suit against State Board of Education. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXIII. Singleton v. Anson County School Board, C.A. No. 2259 (W.D. N.C.)

Filed July 3, 1967. Court ordered grades 9-12 completely desegregated next year, plan for all grades to be submitted next fall not to be based on freedom of choice. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXIV. Sowers v. Lexington City Board of Education, Civ. No. — (M.D. N.C.)

Plan being negotiated. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXV. Swann v. Charlotte-Mecklenburg Board of Education, Civ. No. — (W.D. N.C.)

Motion for further relief to be filed on teacher issue. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXVI. Teel v. Pitt County Board of Education, Civ. No. 569 (E.D. N.C.)

Plan being negotiated. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXVII. Thompson v. Durham County School Board, Civ. No. C-140-D-63

No change. See October docket. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; CONRAD PEARSON, DURHAM, N.C.; ROBERT BELTON)

XXVIII. Turner v. Warren County Board of Education, No. 1482 (E.D. N.C.)

Now inactive. To be reopened. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXIX. Wheeler v. Durham County Board of Education, No. 10460 (4th Cir.)

No change. See October docket. (CONRAD PEARSON, DURHAM, N.C.; ROBERT BELTON)

XXX. Wilson v. Hickory Board of Education, Civ. No. 529 (W.D. N.C.)

Motion for further relief to be filed based on **Rainey, Gould and Green**. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXXI. Young v. Tryon City, North Carolina Board of Education, Civ. No. 2286 (W.D. N.C.)

No change. See October docket. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

XXXII. Zigler v. Reidsville Board of Education, Civ. No. C-226-G-62 (M.D. N.C.)

No change. See October docket. (J. LEVONNE CHAMBERS, CHARLOTTE, N.C.; ROBERT BELTON)

YOU ARE INVITED

to look in on your schools during

*AMERICAN
EDUCATION
WEEK*

November 10-16, 1968

AMERICA HAS A
GOOD THING GOING
ITS SCHOOLS
SCHOOLS THAT
SUNDAY, NOVEMBER 10
Stimulate Moral and
Spiritual Values
MONDAY, NOVEMBER 11
Strengthen the Nation
(Veteran's Day)
TUESDAY, NOVEMBER 12
Aspire to Quality Teaching
WEDNESDAY, NOVEMBER 13
Provide Equal Opportunity
THURSDAY, NOVEMBER 14
Foster Life Long Learning
FRIDAY, NOVEMBER 15
Promote Economic
Prosperity
SATURDAY, NOVEMBER 16
Strive for Healthy
Personality Development

NCTA-NCACT Annual Joint State Workshop Scenery



NCTA-NCACT ANNUAL JOINT STATE WORKSHOP

Boyd Bosma, Coordinator of Civil Liberties, Center for Human Relations NEA keynotes the Annual State Workshop . . . "Every State Association should establish a committee on Human Relations. During these changing times, machinery for fostering good human relations is a must, not something which we can leave to chance . . . NEA-NCTA membership becomes more and more meaningful and necessary."

Other participants left to right: E. B. Palmer, executive secretary, Mrs. Edna C. Richards, executive secretary—ACT, Mrs. Bertha Echols, vice president—ACT, Mr. Bosma, Mrs. Ruth Jones, president—NCTA, and Clarence Wiggins, chairman Legislative Committee NCTA.



Mrs. Ruth Jones presiding over the Workshop's general sessions as questions were being aired from the floor. Mrs. Bertha Echols recorded (left) Boyd Bosma next to Mrs. Jones served as keynoter and consultant and Clarence Wiggins presented the speaker.



Principal participants in the Annual Joint State Workshop featured left to right: Mrs. Ruth B. Jones, president NCTA and consultant, Boyd Bosma, Coordinator Civil Liberties, Human Relations Center, NEA keynoter and consultant, Mrs. Edna C. Richards, executive secretary, NCACT, consultant and Elliott Palmer, executive secretary NCTA and consultant. Mrs. Richards and Palmer structured and coordinated the conference.



Early registration witnessed more than 150 representatives from 165 local units in attendance at the workshop. Mrs. Mary Martin seated and Mrs. Della Perry standing behind the table, members of the NCTA staff registered the participants.

Outstanding Progress!

John W. Dillard, might well be the first Negro in North Carolina to have the distinction of not only heading a predominantly white school, but also having a predominantly white school named after him.

The Madison-Mayoden City School System, in February of 1968, named John W. Dillard as head of one of the three elementary schools in its system. Later, when the white principal of The Madison-Mayodan Junior High School resigned to accept a federal position, the board then requested, that Mr. Dillard assume the leadership of the Junior High School. This new appointment meant, that he would have under his supervision 26 teachers, 6 of whom were to be Negroes, 20 whites and, that more than two-thirds of his students were to be non-Negroes.

At the August 5th meeting of the Board of Education, the Board voted to name the new elementary school in Madison, the John W. Dillard Elementary School in honor of his outstanding



John W. Dillard

contribution to education in Western Rockingham County. Mr. Dillard has been an administrator in the Madison-Mayodan Unit since 1942.

Open Letter

Dear Co-Worker:

As our potential members and our former members of the North Carolina Teachers Association move into the mainstream of American life, our ability to serve becomes greater. We must now think in terms of educating all American children not just a particular group.

Likewise as we grow in responsibility, we must more and more assume the responsibility for our own welfare and the welfare of fellow teachers in distress. The plumber, the truck driver, the bricklayer looks out for his welfare by supporting the union. The professional teacher provides for his individual welfare and the collective welfare of his fellow teachers by joining his professional organization on the local, state, and national levels.

The North Carolina Teachers Association has a proud heritage of service to teachers. It is an established organization that is tried and true. It deserves your loyalty, support, and active participation. Do not take lightly, nor throw away a heritage of organization, resources, and property that has been bought through the struggles and sacrifices of those that have gone before you. You need N.C.T.A. N.C.T.A. needs you. In unity

there is strength. Pay your dues and be a professional instead of just another employee.

Sincerely yours,
J. A. Hollingsworth, President
Fayetteville City Unit, NCTA



RESPONSIBILITY TO ACT

During July 300 teachers met and exchanged ideas with leading personalities in American education at the 25th National Conference of the Association of Classroom Teachers on the campus of Oklahoma State University, Stillwater. Bruce P. Eckman, newly installed ACT president, called on the teachers to provide greater leadership and direction in their local communities. Mrs. Elizabeth D. Koontz, making her first appearance as NEA president, added her challenge for teachers to become educational statesmen.

Shown with Mr. Eckman at the leadership conference is Mary Elizabeth Venable of Oxford, president of the North Carolina ACT, NCTA.

Negro Heritage

Compliments of
John W. Davis, Special Director
Department of Teacher
Information and Security and
Jack Greenberg, Director-
Counsel of the NAACP Legal
Defense and Educational
Fund, Inc.

The "Once Upon A Time"

Edythe H. Ingraham

ONCE UPON A TIME many years ago, as explorers ventured out across oceans to new and strange lands, there came to the New World many tall stalwart brown and black men from the Continent of Africa to seek their fortunes and the thrills that valor, courage and adventure could bring.

Pedro Alonso Nino was the first African pilot of the ship Nino, came with Columbus in 1492 to discover America. He carried Columbus back to Spain to receive his honors.

In 1513, Nuffo de Alamo and 30 other Africans came with Balboa, and helped to chop the way through the tropical jungles of the Isthmus of Panama to discover the Pacific Ocean.

Africans came with Ponce de Leon in search for the Fountain of Youth in Florida. Other Africans came with Menendez at the founding of St. Augustine in 1565. An African in the Hernando Cortez expedition as he invaded Mexico in 1519, planted the first wheat on the mainland of the New World.

Africans accompanied Spanish Explorer Ayllon up the Florida Peninsula into Virginia and helped to establish the town, San Miguel near the present-day Jamestown.

Estevanico became famous as he explored and opened the way for Spanish settlements in what is now Arizona and New Mexico.

Africans accompanied the French into Canada, along the Great Lakes, and down the Mississippi.

One of the most noteworthy early pioneers, scout and founders was Jean Baptiste Pointe Du Sable from Haiti, who spoke French, Spanish, English and several Indian dialects. In 1779, he built a lucrative fur industry in the Northwest Territory. He founded on Lake Michigan at the mouth of the Chicago River the first permanent household that led to the City of Chicago.

As European settlers came to this land to seek religious and political Freedom, so did many early Negro families seek the frontier, a place apart from prejudice, where a man proved himself by showing he could survive the hardships of Frontier living.

George Rush, an explorer, adventurer, frontiersman, in 1820, traveled to the Pacific Ocean north of the Columbia River. He returned to Missouri and married. With his family and four other people, traveled the Oregon Trail to settle in the Oregon Territory. Being refused the privilege of settlement, he moved north to the Puget Sound and built the first saw-and-grist-mill in the Puget Sound area. He became a valuable guide in helping others to establish themselves.

In 1909, probably the last great feat of land exploration was accomplished by Matthew Henson at the North Pole. While Robert Peary sat exhausted and weak from having his frost-bitten toes amputated, Matt Henson with the Eskimoes made the last dash to plant the Stars and Stripes at the North Pole.

During the 17th, 18th, and 19th centuries, many brown men, women and children were brought from their beloved Africa to the New World.

They brought **Gifts of Work and Service**. They tilled the soil;

worked the mines; harvested the crops; cared for the homes, and laid the tracks for the first railroads without pay for over 244 years in order to build the economic foundation of the South. Their labor, free labor, helped to make America a leader in the world of trade.

They brought **Gifts and Skills** as iron-smiths, wood-carvers, craftsmen, and cabinet-makers. They built many of the southern stately mansions.

They brought **Gifts of Poetry and Song**. The Negro Spirituals form the only true American Folk Music, originating from the sorrow, hopes, prayers and faith of Negro Americans as they worked in the fields and mines.

"Deep River"

"Go Down Moses"

"Couldn't Hear Anybody

Pray"

"Swing Low Sweet Chariot"

"Nobody Knows the Trouble
I See"

"Sometimes I Feel Like a
Motherless Child"

They gave **Gifts of Courageous Military Service**. The Negro American has served in every war and conflict in which this Country has engaged to gain Independence, Freedom, and to protect Democracy — from the Revolutionary War to the present struggle in Vietnam.

The Negro American brought **Gifts of Creativity**:

1. **Benjamin Banneker** became an outstanding mathematician; created the first clock to strike the hour in the New World. He helped to plan the Nation's Capital, Washington, D. C.

2. **James Forten** devised an apparatus for managing sails.

3. **Norbert Rillieux** invented an improved method for refining sugar.

4. **Elijah McCoy** created the automatic lubricating cup for oiling machinery.

5. **Jan Ernst Matzeliger** worked in shoe factories around Boston and Lynn, Massachusetts, and dreamed of making a machine that would last shoes. He worked for ten years on his shoe lasting model.

On March 20, 1883, he received a patent Number 274,207 from the U. S. Patent Office for his Shoe Lasting Machine. Matzeliger laid the foundation for the shoe industry in the United States, and made Lynn the shoe capital of the world.

6. **Granville T. Woods** created the Synchronous Multiplex Railway Device to inform moving trains of the whereabouts of the one immediately ahead or following. Thus, he promoted railroad safety. His other inventions were the steam boiler furnace, the incubator and the automatic air brakes.

7. **Garrett A. Morgan** invented the Morgan inhalator — a special gas mask for rescue operations. In 1923, after five years of research, he invented the automatic stop-sign. General Electric purchased his invention for \$40,000.

Hundreds of citizens, perhaps thousands of citizens are alive today because of the inventive genius of Garrett A. Morgan.

8. The greatest of all Creative Genius was **Dr. George Washington Carver**. From his laboratory on the campus of Tuskegee Institute flowed hundreds of discoveries and products as the result of the ingenious mind of this once Slave-boy.

From the peanut, Dr. Carver extracted meal, instant and dry coffee, bleach, tan remover, wood filler, metal polish, paper, ink creams, face powder, rubbing oil, perfumes, synthetic rubber, plastics.

From the soybean, he obtained flour, breakfast food and milk. From the sweet potato,

he created over one hundred products.

Because of Dr. Carver's skill, the peanut and sweet potato became major items in the south's economy. He became the "Saviour of Southern Agriculture".

By Act of Congress, January 5th of each year has been declared George Washington Carver Day.

The Negro American has given Gifts of Medical Skill.

1. **Dr. Daniel Hale Williams** performed in 1891 the first successful operation on a man's heart. He became nationally renowned as one of America's greatest surgeons.

He founded the Provident Hospital in Chicago, and was called upon to re-organize the Freedman's Hospital in Washington, D. C. He created the first School of Nursing for Negroes.

2. **Dr. Charles Drew** was a Pioneer in Blood Plasma Research. Until the brilliant discovery of Dr. Charles Drew, countless soldiers lost their lives because the wounded could not receive life-saving blood transfusions. Dr. Drew developed a means for the safe storage of blood plasma in blood banks. He set up the Blood Plasma Program for England during World War II, and in 1942, he originated the Blood Bank Program for the United States.

At the time of death in an auto accident in 1950, Dr. Drew was Chief of Staff and Chief Surgeon at Freedman's Hospital.

3. **Dr. Percy Julian**, the Soybean Chemist. Dr. Julian has helped millions suffering from the excruciating pain of arthritis by extracting sterol derivative from the soybean, creating cortisone for sufferers at a reasonable cost.

In 1953, Dr. Julian founded the Julian Laboratories in Franklin Park, Illinois. In 1961, he received several millions of dollars to merge his company with the huge Smith, Kline and French Pharmaceutical Company.

Perhaps, the greatest of all **Gifts of Negro Americans** has been the Continuous Movement of America — **Toward Greater Equality of Opportunity; Toward a Greater Measure of Justice; Toward Increased Assurance** that Democracy prevailed throughout American Life for all Americans.

For their efforts to secure and preserve real Democracy for all, we salute these past and present Negro Americans: Crispus Attucks, Prince Hall, Paul Cuffe, Richard Allen, Frederick Douglass, William Still, Sojourner Truth, Harriet Tubman, Robert Small, Booker T. Washington, William B. DuBois, Mary Church Terrell, Mary McLeod Bethune, A. Philip Randolph, Walter White, the N.A.A.C.P., Attorney Charles H. Houston, Judge William Hastie, Roy Wilkins, Attorney Constance Baker Motley, Solicitor General Thurgood Marshall, Dr. Ralph J. Bunche, Dr. Robert Weaver, Attorney Edward Brooks and Dr. Martin Luther King.

"The strength of this nation lies in the diversity of its cultural heritage as well as in its political unity and military might. No other nation can boast of such a remarkable assimilation of peoples of differing cultural and ethnic backgrounds, all contributing to the richness and the strength of the whole. The dramatic and significant story of the Negro is one of the prime examples of what the strength of this nation is and what it may become as it moves into a new era in human relations."

Merger Plans

THE 87th ANNUAL DELEGATE ASSEMBLY
OF THE
NORTH CAROLINA TEACHERS ASSOCIATION
DECISION ON THE MERGER PLAN
FOR THE
NORTH CAROLINA TEACHERS ASSOCIATION
AND THE
NORTH CAROLINA EDUCATION ASSOCIATION

Name of the New Association

That a name different from either present Association be used.

Effective Date of Merger

That the date for the merger of the two Associations shall be not later than September 1, 1969.

Officers of the Association

The position of Vice-president be changed to Vice-President-President-Elect. That there be a rotation of officers on the basis of race permanently.

New Board of Directors

That representation on the new Board of Directors shall be a permanent guarantee of equal representation of Negro and white.*

Committees and Commissions

That representation on the committees and commissions of the new Association shall be a permanent guarantee of equal representation of Negro and white.* Also, chairmanship on some committees and commissions to be held by Negroes. The PR&R and TEPS Committees shall have predominant Negro representation.

Staff of the New Association

1. That the merged Association shall have an executive secretary and one or more associate executive secretaries, and that

one of these shall be the current executive secretary of the NC-TA (at the time of merger). The NCTA executive secretary shall be either the chief executive officer, but no less than the second executive officer in the chain of command at the time of merger, and; thereafter, one of the two chief executive officers must be a Negro member of the merged Association.

2. There must be a job analysis for each executive office and each professional staff member of the merged Association. (This is in addition to item #2 in the Liaison committee plan).

3. Accepted, but directed the Liaison committee to complete its report on salaries and bring back in detail.

Clerical Staff

Accepted, but requested the Liaison committee to determine assignments for the first year of merger and to state the exact amount of salary for all clerical staff members and report to the boards of directors.

Personnel Policies

Accepted as proposed by the Liaison committee.

ADDENDUM

To require approval by both boards prior to merger and presented to membership at least sixty days prior to merger.

Properties, Liabilities and Assets

Accepted as proposed by the Liaison committee deleting the "Note" and amending the statement to read — the properties, liabilities and assets of the two associations shall become the properties, liabilities and assets of the merged association, except, that it be understood, that in view of the legal interpretation given by attorneys, these two separate corporations (Hammocks Beach and the Credit Union) will not be included in the merger, nor considered as liabilities or assets of the NCTA since they are not the properties of the NCTA.

Constitution of the New Association

Approved the first section as proposed by the Liaison committee.

ADDENDUM

That the Liaison committee will have the responsibility of drafting the new constitution and this proposed constitution shall be approved by both Associations prior to merger and ratified by the new Association.

Budget

1. That the new Association shall have a budget committee, and, that the Budget committee shall have equal representation.

2. That the Liaison committee shall recommend a budget for the first year's operation of the merged Association to be approved by both Boards of Directors, separately before merger.

3. That the budget provide for a stipulated sum for the defense of teachers.

ADDENDUM

Accepted.

Membership Dues

That the dues of the new Association shall be \$15.00 per year. Accepted.

Merger of Divisions, Departments, Sections and Affiliates

1. Accepted as presented by Liaison committee.

2. That guidelines for the merger of Divisions, Departments, Sections and Affiliates be developed by the Liaison committee.

3. Divisions, Departments, Sections and Affiliates be required to submit to the State Liaison committee and the NEA jointly agreed upon terms of merger — Time schedule to be established by the Liaison committee.

Merger of Local Units

1. That local units of the new Association be encouraged to merge within a year following the merger of the two State Associations or be disaffiliated. (It is hoped, that both the state and the local units can merge simultaneously).

2. Jointly agreed upon plans for merger to be submitted to the State Liaison committee and the NEA by February, 1969.

3. Guidelines for merger of locals to be developed by the State Liaison committee.

District, State, Regional, National and Other Activities

1. That in order for the Negro membership to continue to have representation at district, state, regional, national and other activities, at least one NEA Director representing the new Association shall be a Negro.

2. That representatives from the Local and State Associations to such district, state, regional, national and other meetings, conferences, conventions, workshops, etc. shall be in proportion to the Negro-white membership.

Procedure

No action was taken on procedure, although one might interpret this as common consensus.

*White should be interpreted to include all races other than Negro.

Criteria For Evaluating Merger Plans And Compliance With Resolution 12

OCTOBER 10, 1968

The purpose of this statement of criteria is to assist NEA affiliates to form fair and workable organizations for the achievement of a strong united teaching profession. They are written in the belief that all state affiliates concerned desire to effect a single, viable and effective merged organization capable of serving the needs and protecting the interests of all of their members. The criteria have been developed with the conviction that the achievement of merger is feasible in the six remaining states within the time limits set forth in the respective plans.

These principles are not intended to become a blueprint for merger but shall form a basis for the evaluation of merger plans as to compliance with Resolution 12.

In developing these criteria the Compliance Committee recognizes that the problems of racial representation, staffing and related problems are not confined to any one region. Therefore, the Compliance Committee, lacking authority to deal with such questions, will recommend to the Executive Committee that it require compliance with the concepts set forth in Resolution 12 which will apply to all fifty states.

Merger plans shall include conditions which will:

1. Recognize that the spirit of Resolution 12 requires that the merged association mark the termination of both previous associations and the creation of a completely new one.

COMMENT:

(If the name of one of the existing organizations is selected as the name for the merged association, suitable

public recognition should be made that the merged association is not a continuation of the old association, but a completely different organization which is beginning a new life. The action program of the new organization should incorporate features of the programs and appropriate traditional activities of both associations. Parallel committees and commissions of the two merging associations should begin meeting together immediately to establish the habit of working together.)

2. Provide for a grievance procedure for resolving disputes which may arise as a result of alleged failure of the merged association to comply with the provisions of Resolution 12.

COMMENT:

(A procedure should be established by the joint committee which would make it possible for a member of the merged association to file a grievance if he feels that the association has:

- (a) failed to comply with the provisions of Resolution 12, or
- (b) not properly interpreted the provisions of Resolution 12, the merger agreement, or other documents related to the application of Resolution 12, and
- (c) failed to fulfill in practice the requirements of Resolution 12 or the merger agreement.

Any individual member or affiliate who is not satisfied with the decision of the state association may appeal to the

NEA Executive Committee for resolution of a dispute relating to the application or interpretation of the provisions of Resolution 12.)

3. Provide assurance that the association structure gives protection to the rights of minority group members to enable them to influence policy decisions in the merged association, participate in all association activities, and hold office. In areas involving race or other question of special interest or sensitivity there shall be afforded determinative power.

COMMENT:

(At some point, or points, in the decision-making process of the merged association, provision must be made for a balance of power to enable members of the minority group to exert their influence on matters of their special interest and to protect them from actions which may be contrary to their interest or welfare. Examples of practices which would balance power are: A requirement for a two-thirds vote on certain kinds of decisions; equal representation at points at which critical decisions are made; and, provision for initiating actions by petition.)

4. Provide that merger agreements for the state associations must include procedures for the orderly merger of local affiliates to be consummated within one year of the effective date of the merger of the state associations. Proselyting of members of each association must be avoided during the completion of the mergers. Local affiliates should be reminded of this requirement by each state association.

COMMENT:

(State associations shall be responsible to secure written plans for all local affiliates with merger dates effective no later than one year following the effective date of mer-

ger of the state associations. Such plans must include:

- Name of new association
- Representation and officers
- Committees and commissions
- Staff (if any)
- Assets and liabilities
- Schedule of joint meetings
- Target date for action by official bodies and effective date of merger

The merging state affiliates shall encourage membership in the current associations until such time as merger plans are agreed to.)

5. Provide for a representative staff of black and white personnel at both professional and non-professional levels with the assurance that employees occupying professional positions will be given latitude for the exercise of independent judgment.

COMMENT:

(All staff members of both associations shall be continued in employment in the merged association with no reduction in salary and in comparable job categories. In the recruitment of new staff members the racial composition of the staff shall be maintained as nearly as possible, proportionate to the racial composition of the membership. A set of written personnel policies should be developed jointly by the two merging associations and adopted by the governing bodies prior to the effective date of the merger.)

6. Provide that there shall be no assumption that either Executive Secretary shall become the executive secretary of the merged association. The selection of the Executive Secretary of the merged association shall be on the basis of an objective procedure based on professional qualifications. Both Executive Secretaries of the present associations shall comprise the nominees for the position. The Exec-

utive Secretary not appointed to head the merged association shall be assigned an appropriate position acceptable to the governing boards, reporting directly to the Executive Secretary, with a salary which is at least equal to the person who is second in command.

7. Provide that, if no agreement is reached by December 1, 1968, associations may elect to engage the services of a neutral third party to assist them in their efforts to reach agreement. Such third party may be any person agreeable to the two associations. If the two associations cannot agree upon a neutral third party the dispute settlement machinery provided by NEA must be used.

In the event that the neutral third party chosen either by the disputants or the NEA is unsuccessful in resolving all of the disputed issues by December 15, 1968, the NEA will require that the remaining issues be submitted to binding arbitration under the rules and procedures of the Center for Dispute Settlement of the American Arbitration Association.

8. Provide that a merger plan once agreed to shall be submitted to the NEA Executive Committee before being presented to the governing bodies of the state associations for final approval.

COMMENT:

(The plans will be reviewed by the Executive Committee to determine whether they meet the requirements of the criteria herein set forth. The Executive Committee's review and ratification by the official bodies will provide the basis for determining the continued affiliation of an association.)

9. Provide for the completion of an approved merger plan to be presented to the delegate assemblies of both merging organizations in the 1968-69 school year. Completed plans must be in the hands of the Compliance Committee by January 1, 1969.

PRESENTATION TO THE
CONSTITUTION STUDY COMMISSION
COMMITTEE ON EDUCATION, WELFARE
and CRIMINAL JUSTICE
of NORTH CAROLINA

By ELLIOTT B. PALMER, Executive Secretary
NORTH CAROLINA TEACHERS ASSOCIATION

JUNE 14, 1968

Mr. Carlyle, members of the Committee on Education, Welfare and Criminal Justice of The State Constitution Study Commission and friends of North Carolina.

You have been given a very grave and responsible task in studying and making recommendations for changes in our State Constitution. My appearance before you today is in an attempt to help facilitate your task; a privilege for which I am indeed grateful.

The North Carolina Teachers Association does not send me here in a selfish vain; rather, its concern is broad and geared toward the welfare of our glorious state.

As we view the Constitution of North Carolina, the following changes are not only evident, but very necessary.

Article I, Section 27 To Read: The people have a right to the privilege of equal educational opportunity and it is the duty of the state to guard and maintain that right. It is further the duty of the state to guard and maintain that right in relations to the educational goals of the state and the nation.

Article II, Section 29—Limitations upon power of General Assembly to enact private or special legislation.

Insert — “Teacher Certification Standards” To Read: The General Assembly shall not pass any local, private or special act or resolution regulating labor, trade, mining, manufacturing, or teacher certification standards; . . .

When the State Legislature begins to adopt criteria such as the National Teacher Examination requirement it has acted as the agency responsible for establishing standards for teacher certification; an agency, which by its very composition, is not qualified to establish criteria for the teaching profession any more than they are qualified to establish criteria for the medical profession.

Article III, Section 1

OFFICERS OF THE EXECUTIVE DEPARTMENT The State Superintendent of Public Instruction should be a member of the Executive Department, but should be deleted from the elected officers and appointed by the State Board of Education.

Article IX, Section 2 With the ruling of The

Supreme Court of the United States in 1954, Section 2 should read: “General Assembly shall provide for schools.” The General Assembly, at its first session under this Constitution, shall provide by taxation and other-wise for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the state between the ages of five and twenty-one years.

Section 3 . . . At least six months in every year . . . should be changed to . . . “at least 10 months in every year . . .”

Section 5 . . . The words “. . . and all moneys which shall be paid by persons as an equivalent for exemption from military duty shall belong to and remain in the several counties” . . . should be deleted. The only standard for exemption from military duty in North Carolina should be physical health.

Section 7 . . . The last line in the paragraph should read . . . “shall be appropriated to the use of The University and of State supported institutions of Higher Learning”. North Carolina is obligated to support all of her public educational institutions, not simply giving preferential treatment to her University system alone.

Section 8 . . . The phrase which reads “and ten members to be appointed by the Governor subject to the confirmation of The General Assembly in Joint Session.” Should be followed by this sentence: “At least one-third of these appointments should be of the Negro Race.”

Section 9 . . . Delete qualifications “. . . Professional Educational Association to handle qualifications.

Section 11 . . . ages five and seventeen . . .

Section 12 . . . Delete entire section or add . . . No public school is available or for whose physical or mental ability does not permit her/him to participate normally in the public school setting.

These recommendations are made, with the fact in mind, that North Carolina has recognized change and, that the future of our State dictates the need for a Constitution which will provide for all the people on an equal basis with the best interest of education and the welfare of North Carolina at heart.

I appreciate your indulgence.

STATE NINE MONTHS SCHOOL FUND
MONTHLY SALARY SCHEDULE "A" FOR CLASSIFIED PRINCIPALS
(10¹/₄, 10³/₄, 11¹/₄ MONTHS — DEPENDING ON TYPE AND SIZE OF SCHOOL)
1968 - 1969

Number of Teachers	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
7- 8	\$ 686	\$ 703	\$ 721	\$ 737	\$ 754	\$ 771	\$ 788	\$ 805	\$ 822
9-10	703	721	737	754	771	788	805	822	838
11-12	721	737	754	771	788	805	822	838	856
13-14	737	754	771	788	805	822	838	856	872
15-16	754	771	788	805	822	838	856	872	890
17-18	771	788	805	822	838	856	872	890	906
19-20	788	805	822	838	856	872	890	906	923
21-22	805	822	838	856	872	890	906	923	941
23-24	822	838	856	872	890	906	923	941	957
25-26	838	856	872	890	906	923	941	957	975
27-28	856	872	890	906	923	941	957	975	991
29-30	872	890	906	923	941	957	975	991	1008
31-32	890	906	923	941	957	975	991	1008	1025
33-34	906	923	941	957	975	991	1008	1025	1042
35-36	923	941	957	975	991	1008	1025	1042	1059
37-41	941	957	975	991	1008	1025	1042	1059	1076
42-Up	957	975	991	1008	1025	1042	1059	1076	1092

NOTE: The maximum rating that a person holding a High School Principal's or Elementary Principal's Certificate can receive is P-5.
A person holding a Principal's Certificate may, after he reaches P-5, go on to the P-6, P-7, and P-8 ratings.
Add the appropriate amount from Monthly Salary Schedule "B" for Classified Principals to arrive at the gross monthly rate of pay.
Add \$30.00 per month to the above schedule for ■ person holding an Advanced Principal's Certificate.
Add \$100.00 per month to the above schedule for ■ person holding an Advanced Principal's Certificate and an earned Doctor's Degree.

STATE NINE MONTHS SCHOOL FUND
MONTHLY SALARY SCHEDULE "B" FOR CLASSIFIED PRINCIPALS
1958 - 1959
(Add The Appropriate Amounts Below To
Classified Principals Monthly Salary Schedule "A")

Certificate Rating	Experience In Years								
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8
G-13	36	32	28	23	19	13	10	4	0
G-12	34	31	25	22	19	13	9	4	0
G-11	32	28	24	20	15	12	9	3	0
G-10	29	25	22	19	14	11	8	3	0
A-12									
G- 9	26	23	21	17	13	10	8	3	0
A-11									
G- 8	24	22	19	15	12	10	7	3	0
A-10									
G- 7	22	20	17	13	11	9	7	2	0
A- 9									
G- 6	20	17	14	12	10	8	4	2	0
A- 8									
G- 5	17	14	13	11	9	7	4	2	0
A- 7									
G- 4	14	13	11	10	8	7	3	2	0
A- 6									
G- 3	12	11	10	8	7	4	3	1	0
A- 5									
G- 2	10	9	8	7	4	3	2	1	0
A- 4									
G- 1	8	7	7	4	3	2	2	1	0
A- 3									
G- 0	4	4	3	3	2	2	1	1	0
A- 2									
A- 1	2	2	2	1	1	1	1	0	0
A- 0	0	0	0	0	0	0	0	0	0

**VOCATIONAL EDUCATION MONTHLY SALARY SCHEDULE
1968 - 1969**

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate Vocational (VG)	\$607	\$625	\$643	\$661	\$679	\$698	\$716	\$736	\$757	\$780	\$803	\$826	\$848	\$872
Class A Vocational (VA)	571	589	606	623	642	660	678	697	715	734	755	776	797	
Class A Provisional (PVA)														
Provisional Vocational (PV)	558	576	593	610	629	647	665	684	702	721	742	763	784	
Vocational (V)														
Class B Vocational (VB)	504	517	533	550	565	581	596							
Non-Standard	300													

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's degree in the area or subject taught.

**STATE NINE MONTHS SCHOOL FUND
MONTHLY SALARY SCHEDULE FOR TEACHERS
(9 SCHOOL MONTHS AND 5 DAYS)
1968 - 1969**

Type of Certificate	Experience In Years													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Graduate	\$584	\$600	\$616	\$632	\$649	\$667	\$685	\$703	\$725	\$746	\$767	\$788	\$810	\$833
Class A	548	564	580	595	612	630	647	664	682	700	718	738	757	
Class B	484	497	511	526	540	554	571							
Class C	397	410	425	439	454	469								
Elementary A	368	380	392	407	421									
Elementary B	343	355	368	382										
Non-Standard	300													

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in the area or subject taught.

**STATE NINE MONTHS SCHOOL FUND
MONTHLY SALARY SCHEDULE FOR SUPERVISORS
(10 CALENDAR MONTHS)
1968 - 1969**

Type of Certificate	Experience In Years									
	4	5	6	7	8	9	10	11	12	13
Graduate (SG)	\$651	\$669	\$688	\$705	\$727	\$749	\$771	\$793	\$814	\$836
Class A (SA)	—	630	648	666	684	702	721	740	761	

1. General Supervisors:

Add: \$30.00 per month to the above schedule for a person holding an advanced Supervisor's Certificate.

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in Administration and Supervision.

2. Special Area Supervisors:

Add: \$30.00 per month to the above schedule for a person holding an advanced Supervisor's Certificate.

Add: \$100.00 per month to the above schedule for a person holding an earned Doctor's Degree in the area or subject supervised.

**STATE NINE MONTHS SCHOOL FUND
MONTHLY SALARY SCHEDULE FOR SUPERINTENDENTS
(12 CALENDAR MONTHS)
1968 - 1969**

Membership Range 1967-68	Experience In Years								
	S-0	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8
Up to 1499	\$ 684	\$ 700	\$ 716	\$ 731	\$ 747	\$ 763	\$ 779	\$ 795	\$ 811
1500- 2999	800	816	832	848	864	880	896	912	928
3000- 4499	869	885	901	917	933	949	965	981	996
4500- 7499	912	928	943	959	975	991	1007	1023	1039
7500-10499	954	970	986	1002	1018	1034	1049	1065	1081
10500-12499	996	1012	1028	1044	1060	1076	1092	1108	1124
12500-15499	1039	1055	1071	1087	1102	1118	1134	1150	1166
15500-18499	1081	1097	1113	1129	1145	1161	1177	1193	1208
18500-21499	1124	1140	1155	1171	1187	1203	1219	1235	1251
21500-24999	1166	1182	1198	1214	1230	1246	1261	1277	1293
25000-29999	1208	1224	1240	1256	1272	1288	1304	1320	1336
30000-Up	1251	1267	1283	1299	1314	1330	1346	1362	1378

NOTE: S-5 is the maximum rating that a superintendent can receive if he does not hold a Master's Degree.

Add \$40 per month to the above schedule for a person serving in a joint superintendency of a county and city administrative unit.

Add \$30 per month to the above schedule for a person holding an Advanced Superintendent's Certificate.

Add \$100 per month to the above schedule for a person holding an Advanced Superintendent's Certificate and an earned Doctor's Degree.

Maintaining Discipline At The Secondary Level

By

THEODORE R. DRAIN

Associate State Supervisor

Special Education Section

N. C. State Department of Public Instruction

Teachers in the area and those entering the field of special education sometime think that disciplinary approaches dealing with the educable mentally retarded differ vastly from the approaches used in the regular classroom. I admit that all of the approaches used in the regular classroom cannot be utilized in the special class, but utilization of a few techniques can maintain discipline in the special class.

Effective classroom maintenance and good discipline begin from the moment the first child enters your classroom. It is much easier to establish the standards of good behavior, the understanding that the classroom is a workshop, a place for study, if this attitude is clear from the beginning. Once a class develops poor work habits or a few students are permitted to misbehave, it is far more difficult to correct the problem than it is to avoid it from the start. (Tiedt and Tiedt, 1965)

Maintaining discipline is particularly important in a special class. Although there is no one rule of thumb that will cover every situation of errant behavior, there are certain concepts that may be of much help. The most important single idea is that **prevention** is more effective, easier to use, and longer lasting than punishment. (Babbitt, 1965)

WHAT IS DISCIPLINE?

If one asks special class teachers, "What is discipline?" There will be a variety of answers. "It is making a student behave," some will say. Or, "It's teaching a student how to act," or "It's making him learn obedience." Or more specifically, "It's punishing John if he doesn't do what I tell him to, when I tell him to."

Yet, if we look more closely, we see that students often learn best without being directly taught. They get their clues from the behavior of those who teach them.

In order to have effective classroom maintenance the teacher must know **preventive procedures** as well as **techniques for classroom control**. The teacher must also probe deeper to find reasons for a student's behavior, for the feelings and reactions of a child may have far-reaching effects on his classroom attitudes.

PREVENTIVE PROCEDURES

The following preventive procedures may be used to promote good behavior:

1. Rules of behavior should be established in advance.
2. They should be understood by each student.
3. Consequences for infractions should be established in advance and understood by all.
4. Consequences should be such that you have every intention of enforcing them and you can carry them out.
5. Follow the established rules and carry out the established consequences. (Babbitt, 1965)

TECHNIQUES FOR CLASSROOM CONTROL

1. Look directly at the student who is causing the disturbance.
2. Walk around the room.
3. Sit at the back of the room.
4. Have his desk removed completely apart from those of the other students. Be certain he is in a position where he cannot gain satisfaction from showing off. (**NEVER outside the classroom.**)
5. Call the student to your desk where you can talk to him quietly.
6. Flick the light switch.

These are just a few techniques, but remember **ABOVE ALL, DON'T SHOUT.**

In planning classroom activities, there are certain ways to decrease unacceptable behavior.

1. Provide well-planned activities.
2. Base activities on the students' interests and experiences.
3. Introduce new situations gradually.
4. Avoid abstract materials and utilize concrete ones.
5. Use a variety of methods and materials.
6. Keep routines of the class simple.
7. Individualize instruction.
8. Correlate out-of-class activities with activities within the classroom.
9. Keep teacher verbalism to a minimum.
10. Avoid making threats. (Kirk and Johnson, 1951)

CONCLUSIONS

Teaching efforts are most effective when classroom control is at its best; therefore, it is necessary to employ any and all methods to meet this demand. If the preventive procedures fail, it may be necessary to utilize techniques of control. Prevention should always be first in your mind and punishment a last resort.

Center For Human Relations

Education associations in each state should establish human relations centers immediately. This was the recommendation of the 23 educators from different regions of the country who have just wound up a two-day session at the newly established NEA Center for Human Relations.

NEA President Elizabeth Koontz, participated in ribbon-cutting ceremonies at the new Center, established by the 1968 NEA Representative Assembly in Dallas. Mrs. Koontz described the ribbon-cutting as the "new path to success for the NEA in one of the most critical areas of human existence — human relations."

Human Relations Directors from the California, Michigan, and Oregon Education Association, the three having such units, described their state human relations structures and programs. The conferees recommended that human relations centers in the rest of the states be similarly constituted, each reflecting the racial, ethnic and cultural diversity of the states, each adequately staffed and funded, and each having authority and support for effectively meeting the human relations needs in their localities. Samuel B. Ethridge, Director of the Center for Human Relations and NEA Assistant Executive Secretary, stressed the need for immediate dialogue between the state associations and the NEA Center.

Conference participants included the following human relations directors: James O. Lewis, California Teachers Association; Joe Hayden, Michigan Education Association; and Edward Elliott, Oregon Education Association. Wade Wilson, Chairman, of the NEA Task Force on Human Rights, and members Lillian Madison of North Carolina and Walter J. O'Brien of New Jersey were also present. Others contributing to the sessions were John W. Davis of the NAACP Legal Defense Education Fund, Jean Grambe of the University of Maryland, Armando Rodriquez, Chief of the Mexican Affairs Unit in the U. S. Office of Education, Elise Tucker of the Center for Inner City Studies of Northeastern Illinois University, and Mrs. Ruth Trigg, former president of the Association of Classroom Teachers. NEA staff included: George Jones, Director, and John Leeke and Linda Morris of the Task Force on Urban Education; Marshall Donley, Assistant Editor of *Today's Education*. Human Relations Center staff included: Samuel B. Ethridge, Director; Boyd Bosma, Coordinator of Civil Liberties; Susan Fleming, Professional Assistant (In-

ternal Advisory Council); Beth Glover, Coordinator for Leadership Training; Irma Hunt, Coordinator for Information and Communication; Mary Kepecs, Professional Assistant for Communications; and Mrs. Rosena J. Willis, Coordinator for Inter-group Relations.

The NEA Task Force on Human Rights this spring recommended the establishment of a Center for Human Relations to coordinate and initiate civil rights and human relations activities among NEA units and in affiliated organizations, and made specific recommendations for improvements in teacher education, textbook selection curriculum, and community school relations to be implemented by the Center.

The Task Force on Human Rights, authorized by the NEA Representative Assembly in 1967, sponsored hearings across the United States, amassing volumes of testimony of discrimination in the education of Negroes, Mexican-Americans, Appalachian residents, American Indians and members of other minority groups.

FLASH! FLASH! FLASH!

CLASSROOM TEACHERS

ANNOUNCES

ITS SOUTHEAST REGIONAL CONFERENCE

AT THE BROWN HOTEL

LOUISVILLE, KENTUCKY

THURSDAY, FRIDAY, SATURDAY

NOVEMBER 7-9, 1968

PURPOSES:

To implement the program of this association and the National Education Association;

To strengthen this association, the state departments of classroom teachers, and the local associations;

To provide leadership training opportunities for classroom teachers and a direct means of two-way communication between the association and its members and among the members themselves.

NOTE: Be sure to make early reservations. Write directly to: Brown Hotel, Louisville, Kentucky.

Florida Education Association

After consultation with its local leaders, the Florida Education Association Board of Directors recently lifted statewide sanctions from the remaining 35 counties in Florida, and immediately requested similar action be taken by the National Education Association.

In the judgment of the Board, statewide sanctions have achieved their purpose.

In fact, their continuation may have a detrimental effect upon education by preventing some of the most competent and qualified teachers from accepting teaching positions in the state.

The problems that still remain in the individual counties can now best be resolved through other means.

We feel it necessary, however, to notify all incoming teachers of the conditions and attitudes that exist in the individual counties — whether good or bad — and we will urge that they join their colleagues here in the struggle to improve Florida's school system.

Despite such handicaps as the State Department of Education's new punitive contract, mileage limitations imposed by the Legislature, and reprisals taken by some school boards, we are now moving toward improving the profession, the quality of teachers, and the conditions of teaching.

No school system can successfully operate when a condition of hostility exists between teachers, administrators and school boards. Superintendents and school boards are as aware of this fact as are members of the

profession. We have reason to believe that many school boards and superintendents are anxious to work with the profession to resolve the adverse conditions that exist.

Our action should not be misinterpreted. We have not abandoned our determination to improve education in the state of Florida.

The lifting of statewide sanctions does mean that we now will handle problems on an individual basis. In some instances it is our belief that we can successfully negotiate satisfactory conditions in counties that still have problems. It would be our hope that this approach could be used in every county.

In a number of counties, school administrators and school boards have publicly stated that if sanctions could be lifted, they would be willing to work with the teachers to bring about quality education. Certainly we should have good reason to believe that successful negotiations can take place in this kind of atmosphere. However, we are determined to see that in every individual case the problems are resolved. And administrators who have made reprisals against teachers ultimately will have to answer to their profession for their conduct.

We are most anxious to get these local matters settled so that with the cooperation of school boards we can concentrate our full attention on moving the schools of Florida toward quality education.

In those places where issues cannot be resolved through negotiations, we feel that at this time legal action and other approaches available to the profession will be much more effective than sanctions.

Oxford Orphanage

There are two child caring institutions in the Oxford area. The oldest of these two is the Oxford Orphanage, and that is their legal name and has been since they organized more than 90 years ago. Many still refer to the orphanage as the Oxford Orphanage purely because it is located in the Oxford community. This has often been a source of embarrassment both to the friends of the Oxford Orphanage and the staff. Individuals also often misrepresent the name to mean that the orphanage serves the Oxford area only and; therefore, is supported locally. This is a misnomer.

The Oxford Orphanage was founded to serve the needs of the entire State. Contributions from individuals and organizations are the major source of their support. The North Carolina Teachers Association has made contributions to the Oxford Orphanage for many years. We take this occasion to provide this explanation of the Orphanages' role in our State community and to acquaint the members of the NCTA with the fact, that after merger the NCTA will not be around to make contributions as an organization. We therefore, urge that all contributions in the future be sent directly to the Orphanage.

HAVE A

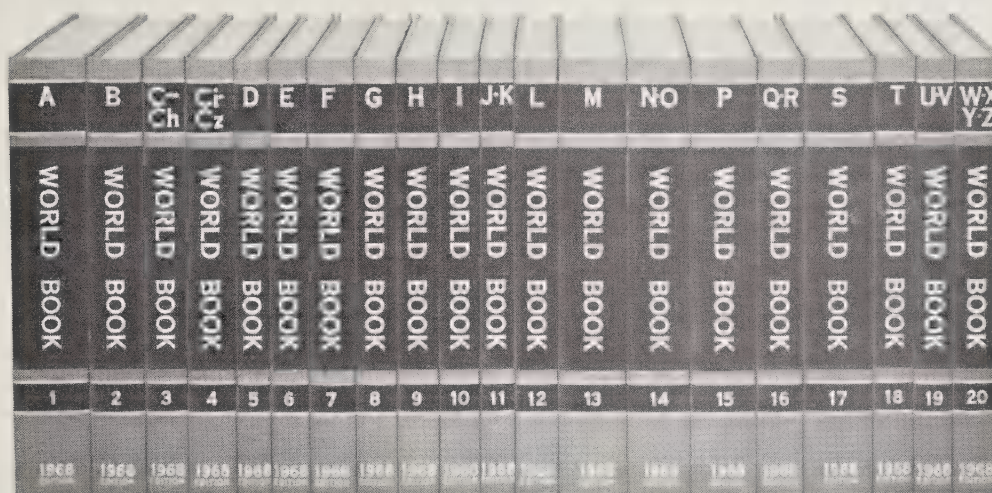
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"How Do You Like It?"



Mrs. Lucille M. Vanderpool

THIS IS THE QUESTION I'M ASKED SO OFTEN I WOULD LIKE PEOPLE EVERYWHERE TO HEAR MY ANSWER.

The most gratifying experience I have had as a Southern "white" teacher has been in the Negro classroom. Until my coming to the school the children had only Negro teachers (whom I have found to be warm, friendly, well trained, and very professional.)

As I walked the streets of the village, local business people would ask personal questions: "Why did you come to that school to teach?" "How do you like it?" (or more often "How do you stand it?") "Aren't they dirty?" "Can they learn?" or "What is it like?"

These questions provide their answers. The Southern "white" must understand, not fear the Negro; must appreciate his problem of just being a Negro in a "white" controlled society. The Negro is not so much interested in his children becoming sexually involved with the "white" as he is in finding pro-

per respect and acceptance by him.

The Negro has a great heritage, which the Southern "white" and people everywhere must learn to appreciate, to accept not as "inferior" but more than his "equal." The "white" race knows little if any, Negro history. It has been hidden from our (white) school children either by deliberate omission or by ignorance — maybe by just plain indifference because of the contemptible position in which the Negro has been held for so long.

Fear is born of ignorance. Understanding reveals the lack of need to fear. We fear that which we do not understand.

Teaching Negro children has given me a deeper understanding of the yearning of the hearts of Negro parents, the aspirations and goals for their sons and daughters.

Many of the children I teach would appear to be from "poverty" homes or of the "culturally deprived." I contend they are rich indeed. It is we, the "white" who having more economic power are poor — poor in spirit and soul! These parents can make a hovel a home. The little "rented" houses on back streets riddled with mud holes and lack of grassy lawns, exude with happiness over little things, like a new garment to replace the worn, or a picture for the barren walls.

"Are they dirty?" I am asked. These homes so small that little room is left for walking between the furniture are spotlessly clean. The kitchens exude good odors from cooking, an art mothers learned from childhood.

"Lazy?" Certainly not! They toil as homemakers for children by the dozen — or more, then work outside the home as bread winners for their families, often

at a second job, just to be able to meet expenses. They send to school some of the cleanest, most adorable looking children ever seen — with smiles amid little braided hair or neatly trimmed shorter styles for little boys.

"Can they learn?" It takes a smart teacher to out think, out work, or out wit many of them.

"How do you like it?" Pleased hardly expresses it. I'm thrilled beyond words. I wouldn't exchange my experience in the Negro classroom for any teachers brood elsewhere. I'm gratified and humbled by the opportunity to teach.



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Doctoral Programs For Specialists In School Learning Research

The Institute on School Learning and Individual Differences at George Peabody College for Teachers announces that applications are now being accepted for dual-major doctoral programs leading to a career in educational research. Interested teachers are invited to make inquiry and application early this fall; successful applicants will be notified in early spring and can begin the program in September 1969.

The Doctoral Program involves three or four years of graduate study and supervised research activities. Students whose primary identification is with elementary education, English, mathematics or social studies will major in an academic specialty and develop a second major in educational psychology. Students whose primary field of specialization is educational psychology will major in that area and carry a secondary concentration in education, special education or one of the academic fields common to public school curricula. All students participate in faculty-student research teams investigating learning problems in their academic fields. Graduates of the program will receive the Doctor of Philosophy (Ph.D.) degree and will be prepared to teach on the college level and conduct research on learning and instruction in their academic specialty.

Peabody College is an independently endowed institution whose graduate programs emphasize both teaching and research. The college, along with Vanderbilt University and Scarritt College, is a cooperating member of the Nashville University Center with extensive course offerings, computer facilities, and a Joint Universities

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Eligible Candidates for the research specialist program include men and women with good academic records and aptitude for advanced work. No discrimination is made on the basis of sex, race, ethnic background or religious beliefs. Preference will be given, however, to applicants under 35 years of age. Teaching experience, although desirable, is not mandatory. Graduate Record Examination aptitude scores (verbal and quantitative) are required. Those who have not taken the GRE aptitude section should do so as soon as possible.

Expenses include tuition and fees of \$1200 to \$1400 for the academic year and summer term. Dormitory rooms are available for \$160-\$185 per semester; apartments on campus may be rented for \$180-\$450 for

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Stipends sufficient to cover normal expenses are available. Dollar amounts vary from \$3,200 to \$6,000 for the calendar year, depending on the source of the stipend, number of dependents and type of program. Sources of support include grants from the Carnegie Corporation, U. S. Office of Education (NDEA, Title IV), and Peabody College.

Further Information on the program area of greatest interest to you may be obtained by sending details of your training, experience and professional goals to:

Professor Jack W. Miller
Institute on School Learning
and Individual Differences
Box 504
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Teachers
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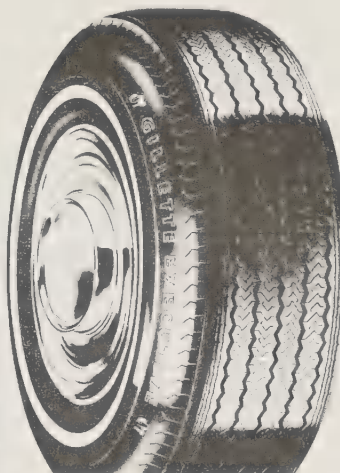


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4. LOCATION OF KNOWN OFFICE OF PUBLICATION (Street, city, state, ZIP Code) 125 E. Hargett Street, Raleigh, North Carolina, Wake County, 27601	
5. LOCATION OF THE HEADQUARTERS OR GENERAL BUSINESS OFFICES OF THE PUBLISHERS (Not printers) 125 E. Hargett Street, Raleigh, North Carolina 27601	
6. NAMES AND ADDRESSES OF PUBLISHER, EDITOR, AND MANAGING EDITOR	
PUBLISHER (Name and address) North Carolina Teachers Association, 125 E. Hargett Street, Raleigh, North Carolina 27601	
EDITOR (Name and address) Elliott B. Palmer, 125 E. Hargett Street, Raleigh, North Carolina 27601	
MANAGING EDITOR (Name and address)	

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B. PAID CIRCULATION		
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2. MAIL SUBSCRIPTIONS	11,047	11,047
C. TOTAL PAID CIRCULATION	11,047	11,047
D. FREE DISTRIBUTION (including samples) BY MAIL, CARRIER OR OTHER MEANS	300	300
E. TOTAL DISTRIBUTION (Sum of C and D)	11,347	11,347
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G. TOTAL (Sum of E & F—should equal net press run shown in A)	11,500	11,500

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The NCTA Credit Union Board of Directors, on September 9, 1967 adopted two (2) significant resolutions:

A. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

B. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

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Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____

(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, and amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

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Bank _____ Location _____

_____ Location _____

_____ Location _____

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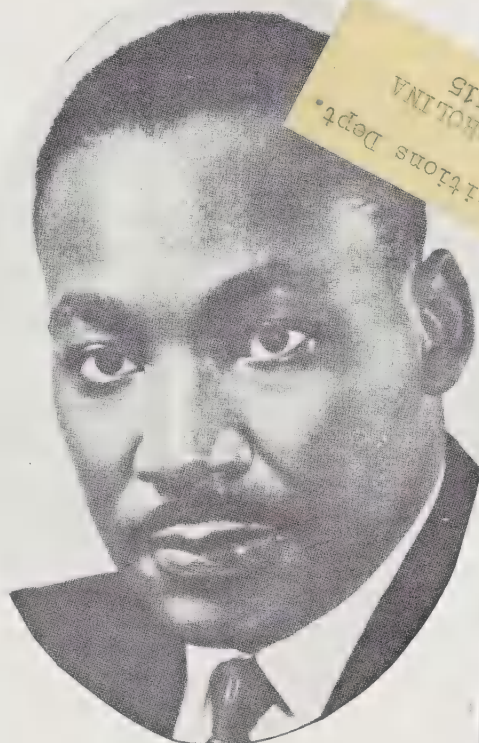
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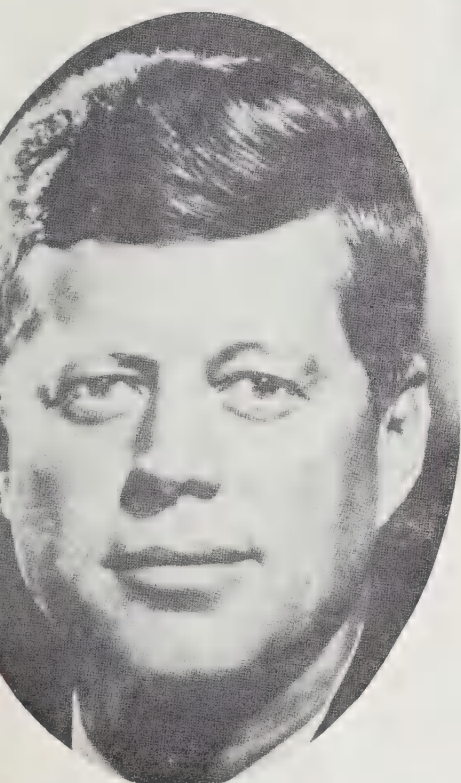
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* * *

THE COVER

This month's cover is dedicated to "FREEDOM" and the "Three Giants" of our decade who have given their lives committed to the freedom of this nation; freedom of oppressed people here and everywhere, and freedom of the world. It is with deep devotion, that we so dedicate this volume in hopes, that black educators and all minority groups will become first class citizens in this State and Nation.

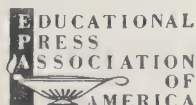
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Official Publication of the North Carolina

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VOLUME XXXIX	JANUARY, 1969	NUMBER 1
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CONTENTS

	Page
Libby, N.C.T.A., "First Again"	3
Status Report On Merger	5
Administrators and Supervisors Confer	6
Legislative Corner	7
Cumulative Summary of Financial Assistance	9
N.C.T.A. President Speaks	15
Negro Heritage	18
Classroom Teachers News	21
Teachers Complaints Just, Public Agrees	22
Normality and Abnormality	23
Get Ready For College	26
Free or Reduced Price Lunches	28

OUR ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
T. & T. Associates	29
Wrigley's Spearmint	31
Student Travel	32
N.C.T.A. Credit Union	Outside Back Cover

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REMINDERS

February 22, 1969 - 10:00 A.M. — NC-TA Resolutions Committee Meets — Raleigh, N. C.

February 28, 1969 — ACT-NCTA's Hammocks Beach Crash Program District Report Period

February 28 - March 1, 1969 — CIAA Basketball Tournament, Greensboro, N. C.

March 27-28, 1969 — NCTA 88th Annual Convention — Raleigh, N. C.

April — Mini Pow Wow Clinic

May 17, 1969 — Hammocks Beach Pilgrimage — Swansboro, N. C.

June 29 - July 4, 1969 — NEA National Convention — Philadelphia, Pa.



Libby Koontz
"Outgoing"

Mrs. Elizabeth Duncan Koontz stepped down as President of The National Education Association on January 20th. Libby, the first Negro to head the 1 million plus organization, has been tapped by President Richard M. Nixon to serve as Director of The Women's Bureau of The Department of Labor. This too becomes a "first" as Libby is the first Negro appointed to any major post in the Nixon administration.

Mrs. Koontz, in her new position, will head a 75-member staff. She will replace Mrs. Mary Keyserling. Her appointment was confirmed by the Senate and became effective on January 20.

According to a Labor Department spokesman, the role of The Women's Bureau "is to formulate standards and policies which will promote the welfare of wage and working conditions, increase their efficiency, advance their opportunities for profitable employment and investigate and report all matters pertaining to the welfare of women in industry.

When confronted with the decision regarding the presidential appointment, Mrs. Koontz called her State Executive Secretary, E. B. Palmer of The North Carolina Teachers Association (among others), and asked, "What do you think about it?" His reply was, "This is not only a signal honor, but a great opportunity for you to be of more service to our great nation. By all means accept!" Libby then commented, "I am what I am today, because of The North Carolina Teachers Association. That I can never forget. If you think my accepting this new position would not be letting

(Continued on Page 4)

LIBBY

N. C. T. A.

"FIRST AGAIN"

by
The Editor



George Fischer
"Incoming"

An Iowa high school teacher, George D. Fischer, assumed the presidency of the million-member National Education Association on January 20th. He fills the vacancy created by President Nixon's appointment of the incumbent NEA president to a high post in the U. S. Department of Labor.

Mr. Fischer, who has served as NEA president-elect since last July, succeeds Elizabeth D. Koontz, a Salisbury, N. C., teacher.

Mr. Fischer is well prepared to step into the presidency six months earlier than he normally would have and to "carry forward the truly fine work that Mrs. Koontz has been doing." Mr. Fischer bring to his new job an unusually diversified background in education and other fields and a philosophy in keeping with NEA's "modern image as a dynamic organization that is going places."

"NEA," Mr. Fischer has said, "must speak out in a clear, militant voice so that all society knows of our decision to move. Although our organizational sleeping giant has awakened, we have yet to really flex our muscles for the kids and teachers of America."

Mr. Fischer has revealed that he intends to change the slant of the NEA presidency from what it has been in former years. He plans to spend much time in Washington and other key spots in a decision-making role, he said, working with influential individuals and power groups. At the same time, he added, he will deemphasize "being on the road and making speeches."

(Continued on Page 4)

LIBBY KOONTZ

(Continued from Page 3)

our members down, but, rather doing more in their service and that of the Nation, then I will accept, but I will always be around with deep concern for N. C. T. A.

To this point, The North Carolina Teachers Association gains another "first". It now becomes the task of the N. C. T. A. to continue to develop and offer leaders and leaderships to our profession and the nation. Mrs. Koontz leaves that challenge to the officers and members of The North Carolina Teachers Association and The National Education Association.

Upon the announcement of her appointment the following telegrams were sent:

To: President-Elect Richard M. Nixon

Honorable President-Elect Richard M. Nixon
Pierre Hotel
New York, New York

The Board of Directors, Officers and members of The North Carolina Teachers Association are indeed proud and pleased with your recent appointment of Mrs. Elizabeth Duncan Koontz to the position of Director of the Women's Bureau with the United States Labor Department. We know that Mrs. Koontz will serve you and the Nation well. Our support of your administration is greatly strengthened as we applaud your wise outlook and your progressive program.

E. B. Palmer
Executive Secretary

To: Mrs. Elizabeth D. Koontz

Mrs. Elizabeth Koontz, President
National Education Association
1201 Sixteenth St., N. W.
Washington, D. C. 20036

The Board of Directors, Officers and members of The North Carolina Teachers Association are indeed proud of your recent appointment as Director of the Women's Bureau with The United States Labor Department and stand ready and willing to support and assist you in every way possible. Our hearts hang heavy in the realization, that you are leaving our noble profession, but we are greatly satisfied in knowing that we are being rewarded for all we have stood for and professed in seeing you attain the heights of leadership that will be more meaningful to our nation. May God bless you and guide you, and in the memory of your parents, Sam and the NCTA, do your best.

E. B. Palmer
Executive Secretary

In another telegram sent to President-Elect Nixon, Dr. Sam Lambert, NEA Executive Secretary said, "Mrs. Koontz has demonstrated many times her ability to lead during one of the most critical periods in the history of American Education.

Mrs. Koontz will be succeeded as NEA president by George Fischer, a classroom teacher from Des Moines, Iowa. Mr. Fischer, as Vice-President, President-Elect of NEA will serve out the remainder of Mrs. Koontz term and begin his official term in July, 1969 — July, 1970. During his one and one-half year term, we can look forward to some very out-standing accomplishments. George is capable and able and we wish him the best of luck and pledge our support.

GEORGE FISCHER

(Continued from Page 3)

"I want to see the NEA presidency become a more powerful and prestigious position than the presidency of any national organization," he declared. He underscored the fact that teachers compose the largest civilian occupational force in the nation and that they should have "a stronger political influence than any other group."

"We need to double our efforts to initiate and support essential education legislation, beef up our lobbying strength, show legislators that education must be accorded top priority," he asserted.

Unity within the education profession, he emphasized, can provide that teacher power. "When all teachers speak with one voice through a unified organization with a unified program," he said, "we can then zero in on our long persisting problems with no fear of reprisals, and confidence that only time stands between us and the solutions. Then we'll attain the prominence and status we deserve."

Mr. Fischer has conceived and nurtured these philosophies during a variegated career in education and other fields.

An urban classroom teacher since 1949, he has taught drafting, English, and mathematics at Des Moines Technical High School, where he has been a staff member for the last 12 years. The Iowan has also served as president of a small town school board and operated a farm on which he built his own house; been a leader in local and state education associations as well as NEA; served as a township justice of the peace; ran for state office in Iowa; and has been a baseball player and a Utah cowboy.

Status Report On Merger

by

E. B. Palmer

"Merger negotiations in North Carolina are at an empassé! Negotiations have been halted and no dates established for any future negotiations." This is as brief as one could describe the status of merger in North Carolina, yet, one would be remiss if one did not reveal the background activities which have led up to this point.

The last report to the membership was in October, 1968. At that time the N. C. T. A. Delegate Assembly had met and declared its 18 point position on merger which carried as a basic concern "equal representation." The N. C. E. A. Delegate Assembly had reaffirmed its intent to merge under the original plan which "came out of The Liaison Committee." Following the N. C. T. A. Delegate Assembly, The N. C. E. A. Board of Directors met and rejected The N. C. T. A. Delegate Assembly's 18 point position and established an "irrevocable position on a 'one-man, one-vote' principle". The N. C. T. A. Board of Directors met following the N. C. E. A. Board and re-affirmed its position to concur with that of the N. C. T. A. Delegate Assembly.

No other Liaison Committee meetings were held during the summer nor the fall of 1968.

The National Education Association developed "Guidelines for Evaluating Merger Plans and Compliance with Resolution # 12" which appeared in the October issue of The Record. In these Guidelines certain dates were announced as follows:

1. Each state not merged must submit to the NEA joint plans for merger by December 1, 1968.
2. Any state which has not reached agreement by December 1, will agree to engage the services of a neutral third party to assist them in their efforts to reach agreement.
3. In the event the neutral third party is unable to successfully resolve all of the disputed issues by December 15, 1968, the NEA will require that the remaining issues be submitted to binding arbitration under the rules and procedures of the Center for Dispute Settlement of the American Arbitration Association.

4. Completed plans must be in the hands of the Compliance Committee by January 1, 1969.

North Carolina engaged the services of a neutral third party and held two joint Liaison Sessions prior to December 15. Many points of agreement were reached with the assistance of the mediators. An example of some of the kinds of agreement reached in the committee was:

1. The name shall be "The Association of North Carolina Educators".
2. The President for the first year of the merger shall come from the N. C. E. A. The Present President of the N. C. T. A. at the time of merger shall be the Vice-President-President-Elect of the merged association the first year of merger, thus, the president the second year.

There were many other points of agreement. However, since these did not come out of the committee to the separate boards, they stand isolated as unfinished matters. The points at which there was a break-down are so many that it should embarrass all professional educators. Points such as:

1. Whether the period of guaranteed representation for the president's position would be 6 years (NCEA) or 10 years (NCTA). The mediators suggested a compromise of 8 years. NCTA accepted, NCEA rejected.
2. Whether the representation on committees and commissions would be guaranteed over a 10 year period (NCTA) or a 6 year period (NCEA). The mediators recommended an 8 year period. NCTA accepted, NCEA rejected.

Other points of disagreement were as close to agreement as these, but attitudes prevailed and the bargaining broke down.

No joint plan of merger was submitted to the NEA Compliance Committee on January 1, 1969, and no plan is established yet. The NCTA has agreed to let all un-resolved issues be submitted to binding arbitration. The NCEA has not agreed to this procedure. This suggest, that the NCEA is not in compliance with Resolution # 12 while NCTA is. The NEA Compliance Committee and

(Continued on Page 6)

Administrators and Supervisors Confer

The Division of Administrators and Supervisors of the North Carolina Teachers Association met in the Goldsboro Motor Hotel, December 12-13, 1968. In the December 13th business session the following resolution was unanimously adopted:

We the members of the Division of Administrators and Supervisors of the North Carolina Teachers Association deplore the actions being taken by many boards of education, wherein most cases involving the desegregation of schools, Negro administrators and supervisors are being dismissed, demoted, and/or "promoted" without recognition of preparation, ability, or term of service. We know that there are many Negroes who are better qualified for administrative positions, such as superintendencies, assistant superintendencies, supervisorships, and principalships than many of those white counterparts being arbitrarily placed above them. It appears to be a continuation of "the system" to which Negroes have been subjected for the past two hundred years. In our opinion the present plan of replacing Negroes with whites is completely undemocratic, unpatriotic and unacceptable. It is therefore our intention to actively resist these forces. We feel compelled to call the following concerns to the attention of the public:

1. The strategy and psychology of "brainwashing" the general public into believing that all Negro instructional programs, administrators, supervisors, and teachers are inferior and incompetent.
2. The misuse of test results and or information to assess people of diverse and varying cultural

backgrounds as having inferior intelligence ability: to wit; usage of tests based on middle class background to measure ability or I. Q. of deprived children.

3. The placement of ill-prepared white teachers in formerly all Negro schools whose understandings and attitudes toward Negro children serve as a deterrent to their progress and achievement.
4. Placing Negro children in previously all white schools without the availability of consultative services by people who understand their ethnic backgrounds and problems.
5. The shuttling of administrators and supervisors into ESEA and other governmentally financed positions without proper contracts which will ensure their reappointment to positions comparable to the ones previously held in their administrative units prior to such appointments when their present employment ends.
6. That policy making decisions are being made which vitally affect Negro children without regard for or use of proper representatives from the Negro community.
7. The unilateral pattern of desegregating the schools. We feel that this plan should be replaced by one which involves total desegregation of all schools with maximum use being made of existing facilities.

We call upon the Governor, the Legislature, Boards of Education, State Department of Public Instruction, HEW, other leaders and lay citizens of North Carolina, to realize the above concerns and to utilize every available resource to alleviate the problems inherent in the above concerns.

STATUS REPORT ON MERGER

(Continued from Page 5)

Executive Committee will meet the first and second week in February. It is expected, that the NCEA will be disaffiliated at that time. Should it be the fate, that both associations are disaffiliated, it is the writers prediction, that eventually both present organizations will go out of business and be replaced by a new organization which will be desegregated and perhaps chartered by the NEA. This move would prove disastrous for educators in North Carolina, with three rival organizations fighting for teacher membership, the newest one with national affiliation.

There is some talk and threats of a Southern white teachers' coalition to be formed if the NEA disaffiliates the Southern white dual association. The day has long passed, when a segregated Southern white professional association of any

sort is going to be able to survive, especially, in the teaching profession. If this is true, that efforts will be made to form such a coalition, then it should certainly serve as a warning to Negro educators who get invited to join the NCEA organization.

Though negotiations may be momentarily at an impasse, they are still possible. If the NCTA members stay together, pay their unified dues through the NCTA, we can gain the type of representation, respect and re-organization necessary for the welfare of all educators and education in our State.

NCTA's business must go on, affiliation or no affiliation! We have increasing cases to solve and too many battles to wage that are based purely on race, not competency or ability — R . A . C . E . !

Education Legislation Under The Nixon Administration

WHAT IS ANTICIPATED

(Compiled from Press Reports by the NEA Division of Press, Radio, and Television Relations)

Nobody is quite certain here yet what President Nixon's policies on education will be, but if there is one thing everyone can pretty much count on it is that there will be greater decentralization of federal education programs and more reliance on state capitals and city halls during the next four years.

A tipoff on this is the much talked about revenue sharing plan — first devised by the Democrats — aimed at increasing local initiative and diminishing central direction from Washington, according to the Wall Street Journal. Revenue sharing, which would earmark a proportion of federal funds — perhaps three to five percent — to state and city governments to spend as they see fit on the most urgent needs, will be recommended by a Nixon task force on intergovernmental fiscal relations.

Richard Nathan, head of the task force, in discussing the overall objectives of the study, remarked: "I want to face the issue directly: you just can't do all things from Washington."

Nathan, a Brookings Institution economist who favors revenue sharing, added: "The basic idea is we need to reform the intergovernmental delivery system, the way in which aid is provided to state and local governments."

The bi-partisan Advisory Commission on Intergovernmental Relations will push vigorously for enactment of revenue sharing in the 91st Congress.

If revenue sharing goes into effect then one can look for a decline in the highly specific federal spending program including the "categorical" grant-in-aid programs which have increased dramatically during the Johnson Administration.

Expense, however, will be a major factor. Much will depend on defense spending, the Viet Nam War, and urgent domestic programs.

By an large the President is expected to play an activist role in education, according to some Congressional sources.

An indication of this concern for education is the appointment by Mr. Nixon last month of a

presidential task force on education which is studying national priorities on education.

Speculations on some of the main features the study is expected to bring out, according to a report by the Christian Science Monitor, are:

- * Some program adjustments but generally a continuation of the extensive and growing federal commitment to education at all levels.

- * Major emphasis on job training, vocational education, and similar work-related schooling, both long and short-term.

- * Funding in the form of block grants to the states in place of grants to local districts tied to individual projects, permitting states to determine how the money will be spent.

- * Greater financial support for colleges and universities.

In addition, one can look for consolidation and coordination of federal programs to simplify their handling, tax relief for parents supporting children in college, and possibly abolition of the Job Corps, turning its function over to private enterprise.

Another significant factor to watch in the Nixon Administration is the strong role to be played by incoming Health, Education and Welfare Secretary Robert Finch. Mr. Finch, described as the strongest member in Mr. Nixon's cabinet, is expected to call the shots on education — the secretary designate's chief concern. The new U. S. Commissioner of Education — is expected to be a figurehead and not have the authority of his dynamic predecessor, Harold Howe II.

Another critical area — that of teacher strikes and work stoppages by other public employees — is expected to receive prompt attention from the Nixon Administration.

U. S. News & World Report, in publishing figures released last month by the National Education Association on teacher strikes, reported the

Nixon Administration appears to be committed to an early search for ways to head off strikes of this kind.

George P. Schultz, the incoming Secretary of Labor, said that he will make a "careful study" of this problem.

Mr. Nixon, during the presidential campaign, said his Labor Secretary would hold a conference on the subject of strikes by public employees—including teachers. He said the meeting would be held early in the new Administration and would include labor leaders, public officials and representatives of public employees.

"I deplore strikes of public employees," declared Mr. Schultz, adding that the problem is a sensitive one, mainly involving local and state officials.

While revenue sharing is one, there are other factors indicating the new Republican Administration plans to let the states and local districts work out their own school problems, including desegregation without interference from Washington.

In the works is abandonment of the policy to use educational funds as a goal to achieve integration—especially in areas where integration has met firm resistance.

Rowland Evans, and Robert Noval, nationally syndicated columnists, contend the Nixon Administration will repay the South a political debt by easing school desegregation. The South will get what it wants—token integration resulting from a minority of Negroes volunteering for white schools under "freedom of choice" plans.

Harry Dent, South Carolina Republican state chairman and political aide to Sen. Strom Thurmond, (R.-S.C.), has been named White House counsel and will help coordinate the Southern school problem.

Federal funds are now cut off for 113 southern school districts, similar action against 115 others is forthcoming, and another 245 school districts, which have not submitted acceptable desegregation plans, are endangered.

But the Nixon Administration, Evans and Novak report, plans to end this dilemma. It will suspend present disciplinary action against non-complying school districts and then devise an equivalent to "freedom of choice" resulting in only a minority of blacks in white schools and no whites in black schools.

However, the courts, which have been even more severe than the Johnson Administration in demanding integration, can be expected to step in if the new policy goes into effect.

Camping Facilities In Pennsylvania

Are you interested in camping facilities during the 1969 NEA Convention?

We thought you might be. Richard Thatcher, of the local committees, investigated possible camping sites where the family can have fun while NEA delegates work.

The following camping grounds are within a thirty to forty mile radius of Philadelphia. All are AAA approved. Approved water, electricity, sewer hookups, flush toilets and hot showers are available unless otherwise noted.

DOWNINGTON

Frank's Folly Family Campground (125 spaces) P. O. Lyndell, Pa. E. Disposal station. RA. Privately owned. Phone 215-942-9287. \$15. wkly. per family.

COATESVILLE

Beechwood Recreation Area (150 spaces) P. O. Friendship Village, Coatesville, Pa. E. W. S. Disposal station. RA. Privately owned. Phone: 215-384-1457. \$12. wkly. for 4.

HONEY BROOK

Brandywine Meadows Family Campground (108 spaces) P. O. R.D. # 2, Honey Brook, Pa. E. W. Disposal station. Privately owned. Phone: 215-273-9753. \$18. wkly. per family.

MORGANTOWN

French Creek State Park (160 spaces) P. O. R. R. 1 Elverson, Pa. Pit toilets, no showers. \$1.25 per day. Phone: 215-582-8125.

Pebble Rock Campground (84 spaces) P. O. R. D. 1 Narvin, Pa., E. RA. Privately owned. Phone: 215-445-2601. \$15 wkly. per family.

SCHWENKSVILLE

Spring Mountain Winter Sports, Inc. (100 spaces) P. O. Box 42, Spring Mount, Pa. E. RA. Privately owned. Phone: 215-287-7900. \$14 wkly. for 4.

NEW JERSEY

FOUR-MILE

Lebanon State Forest (90 spaces) P. O. New Lisbon, N. J. Pit toilets, bathhouse. RA. \$1.50 per day. Phone: 609-894-2740.

GLASSBORO

Lake Kandle (40 spaces) P. O. RFD 3, Sewell, N. J. E. W. S. Disposal station. RA. Privately owned. Phone: 609-589-2158. \$15 wkly. for 4.

WILLIAMSTOWN

Hospitality Creek (70 spaces) P. O. R. D. 1, Box 66, Williamstown, N. J. E. W. S. Disposal station. RA. Privately owned. Phone: 609-629-5140. \$15. wkly. for 5.

We thought you might like to circularize this information to your delegates.

Cumulative Summary Of Financial Assistance

COMMITTED BY

THE NEA DUSHANE EMERGENCY FUND

June 20, 1968 — December 4, 1968

June 20 Florida Education Association — Pinellas Classroom Teachers Association—Legal fees were paid in the amount of \$15,439.07 to support the PCTA in its fight against the Pinellas school board's invoking an injunction without notice—an action stemming from PCTA's walkout in September, 1967. The trial court overruled PCTA's motion to dismiss and entered a permanent injunction. PCTA lost the first legal round. Appeal is presently in process to the Supreme Court of Florida. **\$15,439.07**

August 1 Pennsylvania State Education Association and Helen Spano — A subsistence grant of \$475.00 per month was continued for two months to a teacher who alleged that the school did not follow due process in dismissing her from the position of curriculum coordinator and that the charges against her were unfounded. (The Fund's total commitment to Miss Spano through one interest-free loan and eleven monthly subsistence grants, from January through December, has been \$6,225.00. This commitment also includes the Administrative Committee's action at its October 6, 1968 meeting. **\$950.00**

August 1 William Paul Haubner, Annandale, Virginia — Assistance was given to a professor in the form of legal support, to be shared with the National Faculty Association, through a DuShane Fund appropriation of \$631.25. Professor Haubner was employed on the faculty of the Northern Virginia Community College. The administration began to question continuation of his employment after he became active in organizing a local chapter of the National Faculty Association. His contract was not renewed for 1968-69, and legal action has been instituted. Professor Haubner has received subsistence grants from the DuShane Fund in the amount of \$541.00 per month for the months of June through December, for a total legal and subsistence commitment of \$4,418.45. **\$631.25**

August 1 Cohen, Hirschkop & Hall—The amount of \$970.56 was paid to this firm for legal services rendered in the I. M. Jolly incident during the Dallas Convention. **\$970.56**

August 1 Thelma Wieneke, Rockford, Illinois — Legal support to be shared with the Illinois Education Association, was extended to Mrs. Wieneke in the amount of up to \$500.00. Mrs. Wieneke petitioned for a hearing before the school board, after a student kicked her and she suffered injuries.

August 1 Maurice Evans, Backus, Minnesota — The expenditure of up to \$100.00 was authorized for an additional legal opinion in this case. (The money was not expended.) **\$100.00**

August 1 Pennsylvania State Education Association and Dorothy Hill—A subsistence grant was continued for two months to Mrs. Hill, in the amount of \$500.00 a month, for September and October. Mrs. Hill contested her dismissal after completing the requirements for a graduate degree during a sabbatical leave in which time she had a baby. The State Circuit Court's ruling in favor of Mrs. Hill is now being appealed by the school board to the State Supreme Court. The grant for the month of October was not transmitted since Mrs. Hill was temporarily re-employed in the school system following the favorable ruling. (The DuShane Fund's total commitment to this case, commencing in September, 1967, and including this grant, is \$6,500.00 **\$500.00**

August 1 Bobbie Trimier, DeKalb County, Georgia — The DuShane Fund Administrative Committee authorized reimbursement in the amount of \$100.00 to the Professional Rights and Responsibilities Commission, which it advanced for legal exploration of Mrs. Trimier's case. **\$100.00**

August 1 Wyoming Education Association and William Kyles — An appropriation was made for partial payment of legal fees in the amount of \$150.00 in this case. Mr. Kyles had been dismissed from his teaching position following what he contended were unfair personnel practices imposed on him. He accepted an out-of-court settlement for less than his full salary. **\$150.00**

August 1 Cohen, Hirschkop & Hall — Fees for legal services rendered in the amount of \$50.00 were paid to this firm for consultation in the

development of an amicus curiae brief in the appeal of the Hobson v. Hansen case to the Federal Circuit Court. **\$50.00**

August 1 North Carolina Teachers Association and Velma Roland — A loan of \$500.00 made to Mrs. Roland was reclassified as a grant because of extenuating personal and financial circumstances. Mrs. Roland had been suffering reprisals from creditor as a result of her stand in negotiations as Chairman of the Grievance Committee in Beaufort County. She was not issued a contract for 1967-68, but in an out-of-court settlement, an order was issued to reinstate her. **\$500.00**

August 21 The DuShane Fund Administrative Committee voted to recommend to the NEA Executive Committee that a loan be extended to the Florida Education Association to meet financial obligations for the months of September and October, 1968. The Executive Committee voted to extend the loan of \$215,784.40 to FEA, which is to be repaid this fiscal year **\$215,784.40**

August 21 Georgia Education Association and Garfield Wilson — An appropriation was made in the amount of \$300.00 for legal expenses in the case of Dr. Garfield Wilson of Walton County, Georgia. **\$300.00**

August 21 Keith Sterzing, Sugarland, Texas — The DuShane Fund continued support of Mr. Sterzing's case through the payment of the cost of his hearing before the Commissioner of Education in Texas. The teacher was dismissed following the introduction of a new cirricular program (a unit on human relations). The Commissioner ruled in Mr. Sterzing's favor, but the judgment could not force his reinstatement. Mr. Sterzing is now planning to sue for damages. **\$625.00**

August 30 Billy Don Montgomery, Tatum, Texas — The DuShane Fund Administrative Committee authorized support of up to \$7,500.00 for legal fees in this case. Mr. Montgomery and eight other previously employed teachers in the Tatum, Texas, schools were refused contracts renewals for 1968-69 because of outside political activities. Mr. Montgomery had been active in registering voters in an attempt to secure Negro representation on the school system's board of trustees. Two Negroes subsequently were elected to the board last spring. (\$5,750.66 has been transmitted out of the Fund's total commitment of \$7,500.00. **\$7,500.00**

September 12 Massachusetts Teachers Association and the Attleboro Teachers Association — An appropriation was made of a \$32,000.00 loan to the teachers in Attleboro, who would have faced a pay day without pay if the DuShane Fund loan had not been extended. The school

system had changed the dates of the pay periods without giving sufficient notice to the teachers. (The loan is to be repaid in six months.) **\$32,000.00**

September 12 Florida Education Association and Marie Seniors — The DuShane Administrative Committee voted to support Mrs. Seniors's case through the extension of a subsistence grant of \$500.00 per month for six months and through the payment of one-half of the legal costs in the case. Mrs. Seniors was dismissed following consolidation of schools in St. Augustine (St. Johns County) without having been given a written statement noting the reasons for her dismissal. She was further denied employment until she could finish her payments to the credit union. The case may test the constitutionality of the Florida statute which permits a local school board, when school consolidation is occurring, to choose from among its continuing-contract personnel, using the criteria of "educational qualifications, efficiency, compatibility, character, and capacity to meet the educational needs of the community." (\$2,000.00 has been expended out of a total DuShane commitment of \$3,000.00. **\$3,000.00**

September 30 Maryland State Teachers Association and Maureen Cardinale — An appropriation was made of \$200.00 matching an MSTTA grant, to support Miss Cardinale in her efforts to gain reinstatement and to be represented at a hearing before the school board in Prince Georges County, Maryland. **\$200.00**

September 30 Glassie, Pewett, Beebe, and Shanks — This firm was paid for legal services rendered in Florida for the months of June and July in connection with the lawsuits in Pinellas, Dade, and Lee Counties. **\$22,996.84**

September 30 Pennsylvania State Education Association and Philadelphia City Education Association — An appropriation was made in the amount of \$1,800.00 to share with PSEA and PCEA in the payment of additional legal fees in PCEA's "Get Set" case. (This brings the DuShane Fund's commitment to a total of \$2,300.00). Approximately 70 teachers were overpaid for services in a federally-funded summer program. The school board attempted to deduct this overpayment from the teachers' salaries. An out-of-court settlement resulted in the teachers retaining 45 per-cent of the over-payment. **\$1,800.00**

September 20 David Howell, Chatom, Alabama — The DuShane Fund extended assistance in the amount of \$300.00 to cover part of the legal expensed incurred in hearings before the local Board of Education and the State Tenure

Commission. Mr. Howell, who ran for superintendent last year in his school district, was transferred to a Negro school as a reprisal for political activity. The Tenure Commission ruled in his favor, but the school board has refused to reinstate him in his former position. Mr. Howell's case has been heard in the Washington County Circuit Court. **\$300.00**

September 30 **Florida Education Association and John Franke** — The extension of a subsistence grant for six months, in the amount of \$516.00 per month, was authorized by the DuShane Fund Administrative Committee for Mr. Franke. Mr. Franke is the only unemployed plaintiff in the suit filed by the Pinellas Classroom Teachers Association, FEA, and NEA. (\$1,548.00 has been transmitted out of a total commitment of \$3,096.00.)

September 30 **Lucille Hayes, New Orleans, Louisiana** — The DuShane Administrative Committee authorized a grant of \$1,000.00 for a partial payment of legal fees to Mrs. Hayes, a teacher in the New Orleans School System who was deprived of tenure after she served as a supervisor in a federally-funded program which ran out of funds. Mrs. Hayes was subsequently reassigned to her former position with less pay. The case may be precedential for numerous teachers in Louisiana.

September 30 **Rhode Island Education Association and Cumberland Teachers Association** — An appropriation was made of \$1,900.00 in the payment of legal fees for services rendered to the CTA during the September crisis. The crisis involved injunctive action in which the teachers protested (by means of a four-day walkout) the school board's refusal to accept the decision of the arbitrator regarding salaries **\$1,900.00**

September 30 **New Jersey Education Association** — A grant in the amount of \$10,609.72 was made to share equally with NJEA in the payment of additional legal fees in the Union Beach case. This case will be precedential for the United Teaching Profession, since it is the first case in which a state Supreme Court has ruled on the right of a teacher's association to invoke sanctions. Previous DuShane Fund financial commitment in the case totaled \$3,000.00 **\$10,609.72**

September 30 **Edith Risen, Oregon City, Oregon**, — The DuShane Administrative Committee authorized a \$1,250.00 grant for the payment of one-half of the legal fees in Miss Risen's court battle involving correct procedure in dismissal situations. The teacher was dismissed without required written notice or the opportunity to be heard; without evidence of good cause or a statement in the district school board's record

of the material reason for her dismissal. The state court ruled in Miss Risen's favor. (The DuShane Fund's commitment also included the extension of a six-month loan in the amount of \$1,000.00 for a total commitment of \$2,250.00.)

grant — \$1,250.00
loan — \$1,000.00

September 30 **Indiana State Teachers Association and Carolyn Wilhite** — An appropriation was made to continue a subsistence aid in the amount of \$100.00 per month for six months, or until Miss Wilhite's case has been heard in the county court, whichever is sooner. Miss Wilhite had been contesting what she alleged to be an unfair dismissal. (The DuShane Fund's total commitment of the case to date — through two authorizations — is \$1,800.00, of which \$1,500.00 has been expended.) **\$600.00**

September 30 **Jerome Cushman, Shorewood, Wisconsin** — The DuShane Administrative Committee voted to redirect the use of the \$500.00 appropriation which was made to Mr. Cushman in 1966, to cover the additional cost in his lawsuit (no additional funds were granted.)

October 6 **Michigan Education Association and Econse Education Association** — Interest on loans for teachers who were out of work was guaranteed at 6% simple interest for a possible total of \$5,000.00 in loans to be arranged through local financial institutions. (No funds have been expended to date.)

October 18 **California Teachers Association** — The DuShane Administrative Committee appropriated \$75,000.00 in partial payment of legal fees incurred in the effort to defeat the Watson Amendment to the state constitution, which would have placed severe fiscal limitations on the support for education in California, and would have resulted in a state-wide educational crisis. The amendment was subsequently defeated. **\$75,000.00**

October 18 **Maryland State Teachers Association and Lester Smallwood** — A subsistence grant in the amount of \$527.00 per month for three months was extended to Mr. Smallwood, who was dismissed from his teaching position in the Montgomery County School System, following the walkout last spring. The NEA Regional Director, was instrumental in helping Mr. Smallwood secure a temporary teaching assignment during the time in which he is contesting his dismissal. **\$1,581.00**

October 18 Expenses in the amount of \$1,877.91 were paid for the sixteen people who participated in the debriefing session on October 5. This session (concerning the aftermath of the Florida crisis) was assisted by the DuShane

Fund, as it was interpreted as part of the continuing commitment of NEA support throughout the Florida Crisis. **\$1,877.91**

October 18 NAACP Legal Defense and Educational Fund, Inc. — The DuShane Administrative Committee authorized an appropriation of \$31,254.05 to the Legal Defense Fund for services rendered in eleven DuShane Fund cases. (\$10,000.00 of this appropriation was applied to central staff expenses for consultation on the cases; \$21,254.05 was applied to expenses for local retained counsel involved in the cases.) The cases supported through this grant are as follows:

1. **Alabama: Lee v. Macon County** — The major desegregation case went up to the Supreme Court. As a consequence of this litigation, the U. S. District Court ordered Alabama officials to desegregate 99 school districts which were not under federal court desegregation orders and, at the same time, made the state government responsible for eliminating racial segregation plus the effects of past discrimination. **\$2,510.54**
2. **Texas: Bonner v. Texas City**—A suit was filed in 1965 on behalf of Winfred H. Bonner, who was dismissed from the Texas City school system (four other teachers were also dismissed). The trial took place during the spring of 1967. No decision has been rendered by the U. S. District Court for the Southern District of Texas as yet. **\$6,347.19**
3. **North Carolina: Pridgen v. Weldon** — A suit was filed in March, 1967, on behalf of Mrs. Verta M. Pridgen, who was dismissed from her teaching position in the Weldon City schools. In August, 1967, the U. S. District Court for the Eastern District of North Carolina entered a consent order awarding Mrs. Pridgen back pay and requiring teacher desegregation. **\$521.70**
4. **Tennessee: Rolfe v. Lincoln County** — Nontenured high school teachers were discharged when a Negro school lost enrollment while at the same time new nontenure white teachers were employed by the school district. The United States District Court for the Eastern District of Tennessee ruled favorably for the two plaintiff teachers (Mrs. Rolfe and Mrs. Peebles of Lincoln County, Tennessee) and entered an order to that effect in August, 1966. The school board appealed, and the case is presently pending in the United States Court of Appeals for the Sixth Circuit. **\$750.00**
5. **Tennessee: Hill v. Franklin County** — In February, 1966, a motion was filed in this pupil desegregation case on behalf of a nontenured

teacher who had been discharged and on behalf of Negro teacher applicants. Following trial, the U. S. District Court for the Eastern District of Tennessee sustained the nontenured teacher's contention of wrongful discharge. All relief was denied by the District Court to the teacher applicant. The case is presently on appeal to the United States Court of Appeals for the Sixth Circuit. **\$2,174.07**

6. **Tennessee: Fuller v. Williamson County** — A suit was filed in June, 1967, on behalf of five teachers who were dismissed from their positions in Williamson County. Hearings were held in July and November, 1967, and further hearings were scheduled in January, 1968, in the U. S. District Court for the Middle District of Tennessee. **\$887.12**
7. **Tennessee: Fayne v. Tipton County** — A suit was filed in state and federal courts on behalf of two teachers dismissed from Tipton County school system. The state litigation, which was unsuccessful in the trial court and in the Tennessee Supreme Court, was financially supported by the Tennessee Education Congress and NEA. The United States has intervened as a plaintiff in the federal action. The U. S. District Court for the Western District of Tennessee has not yet set a date for trial **\$623.25**
8. **Arkansas: Walton v. Nashville** — A suit was filed in June, 1967, on behalf of five teachers dismissed from the Nashville, Arkansas, Special School District No. 1. The U. S. District Court for the western District of Arkansas denied relief as to two plaintiffs whose cases are now on appeal to the U. S. Court of Appeals for the Eighth Circuit. **\$2,499.22**
9. **Arkansas: Gibson v. Rison School** — The "stipulation for settlement" obtained for this case (three teachers were dismissed by letter from their school district) secured the defendants' pledge that a single school system would be operated and procedures for hiring staff fair. **\$375.00**
10. **Arkansas: Freeman v. Gould** — A suit was filed in June, 1967, on behalf of six teachers and the Arkansas Teachers Association. The teachers were dismissed from their positions in Lincoln County, Arkansas. The U. S. District of Arkansas dismissed the case and it is now on appeal to the U. S. Court of Appeals for the Eighth Circuit. **\$2,690.96**
11. **Arkansas: ATA v. England School** — A suit was filed in the early summer in 1967 on behalf of the Arkansas Teachers Association as representative of all Negro teachers employed by the England School District, against the district and its superintendent, alleging that the district had a policy and practice of paying Ne-

gro teachers less than white teachers with comparable qualifications and experience. The case was settled on the morning of trial in October, 1967 under the conditions: Negro teachers' salaries were to be raised an aggregate of \$20,000.00 during the 1967-68 school year (approximately \$750.00 per teacher) and \$30,000.00 during the 1968-69 school year; and the district was to develop and implement a uniform salary schedule to be applied irrespective of race.

\$1,875.00

(The DuShane Fund's total previous commitment to the Legal Defense Fund, which included two authorizations by the Administrative Committee in 1967 which supported eight other cases, is \$45,707.11.) **Total \$21,254.05**

Consultation services for these cases
from LDF **\$10,000.00**

October 29 Pennsylvania State Education Association and William Mullen — A grant of \$425.00 was authorized to continue subsistence aid to Mr. Mullen for one month. The temporary, certified teacher was dismissed by his superintendent in May, 1967, without notice, reasons, or hearing. He subsequently has been unable to get employment in teaching. Including this grant, the DuShane Fund's total commitment to Mr. Mullen has been \$2,125.00. **\$425.00**

October 29 Dade County Classroom Teachers Association (Florida) and Tobias Simon — A commitment of support was made to DCCTA for Tobias Simon, whose case is being supported by DCCTA and FEA. Mr. Simon represented the Dade County Classroom Teachers Association as retained legal counsel during the Florida crisis. He requested legal assistance following action by the Florida bar to disbar him for a statement made during the crisis to his assembled clients at the Miami Marine Stadium.

October 29 Harkless v. Sweeney Independent School District, Texas — The DuShane Administrative Committee moved to support this case by petitioning to enter as a party plaintiff with the Legal Defense Fund and displaced teachers. The case involves eleven black teachers who were dismissed from their positions following the adoption by the local school board of a desegregation plan, which called for the elimination of the only all-black school in the district.

October 29 North Carolina Teachers Association and Ann Collins — The Administrative Committee moved to share with NCTA in support of Miss Collins. At the December 4th meeting the committee appropriated to her a one-month subsistence grant of \$443.00. Miss Collins, a first-year teacher, was removed from her position

after involvement with a Negro community Church in its efforts to raise money for a building fund. Funds expended to date: **\$443.00**

October 29 Florida Education Association — A commitment was made to join with FEA in the class action to establish jurisdiction by the Professional Practices Commission to hear complaints from junior college teachers in the Dade County Junior College case, and to notify FEA that the Administrative Committee would be willing to consider supporting other aspects of the litigation.

November 6 Zelma Williams Smith, Dawson, Texas — An appropriation was made for a subsistence grant of \$526.00 per month, for a period of up to three months, to Mrs. Smith. The teacher alleged that she was not rehired in her school district as a result of consolidation and that her rights were abridged in the failure of the school board to renew her contract. The DuShane Fund's potential commitment to Mrs. Smith will be \$1,578.00 **\$526.00**

November 6 New Hampshire Education Association — The Administrative Committee appropriated up to \$15,000.00 to NHEA, on a matching basis with NHEA, to support the sanctions alert program presently in effect in that state. To date, \$5,000.00 has been transmitted out of the total amount appropriated. **\$15,000.00**

November 15 New Jersey Education Association — The expenditure of up to \$80,000.00 was authorized by the Committee as a returnable grant to NJEA, if it should be necessary between November 15 and August 31, 1969, to meet emergency costs. NJEA is presently operating on a \$200,000.00 deficit budget and cannot go into debt beyond 10% of the current budget without taking the question to the general membership. The deficit was created by NJEA's major activities in the protection of New Jersey teachers' professional rights. The grant will be paid as needed in small amounts and will be repaid next year through a dues increase. **\$80,000.00**

November 15 Idaho Education Association — An appropriation was made of \$8,000.00 to IEA to support the sanctions program currently in effect in that state. **\$8,000.00**

November 15 Donald Ross, Miami-Dade Junior College, Florida — The expenditure of up to \$1,500.00 was authorized to the Florida Education Association to support Donald Ross with legal assistance. Mr. Ross filed suit against Miami-Dade Junior College for its demand that he, an attorney and teacher, not practice law more than six hours per week. His suit against the College, which will have implications for all teachers in

the area of contract rights, is now before the Dade County Circuit Court. **\$1,500.00**

November 15 **Illinois Education Association and East St. Louis Education Association** — A commitment was made to share with IEA in the support of the East St. Louis case by the payment of legal fees totaling about \$4,500.00 and to review the case prior to the release of further funds if it should be reopened. Approximately 100 teachers received notice that they would be transferred without following due process in allowing the teachers sufficient notice. The teachers were granted unjunctive relief, and the transfers have been placed in abeyance.

November 15 **Washington Education Association and Norman Migdal** — An appropriation was made in the amount of \$250.00 to WEA to share in the payment of legal fees in the Norman Migdal case. Mr. Migdal, elementary school principal, was verbally informed by his superintendent that he had the alternatives to resign at the end of the year, be demoted to the classroom, or dismissed. An out-of-court settlement was made, and Mr. Migdal retained his principalship and was properly placed on the salary schedule.

\$225.00

November 15 **Washington Education Association and Edity Lange** — An appropriation was made in the amount of \$362.50 to WEA to share with WEA in the payment of one-half of the legal fees in Miss Lange's case. Miss Lange successfully contested her school district's action of discharging her by letter.

\$362.50

November 21 Interest payments on Florida loans were paid in the amount of \$35.10. **\$35.10**

December 4 **Ohio Education Association and Youngstown Education Association** — The Administrative Committee authorized the expenditure of \$5,000.00, to be matched by a grant from the Ohio Education Association, to aid the Youngstown teachers in the present financial crisis. The school system has no funds for teachers' salaries, following six defeats at the polls of a school tax increase and the schools will be closed until the first of January. NEA and OEA have arranged with Peoples Bank of Youngstown to make available to the teachers a total of \$300,000.00 in personal loans at an interest rate of 5% per annum. The grants from the Du-Shane Fund and OEA will cover interest payments on the loans. **\$5,000.00**

December 4 **Arizona Education Association and Elaine Murphy** — The Administrative Committee appropriated \$2,359.50 to the Arizona Education Association to share in the payment of legal fees in Mrs. Murphy's case. The high school English teacher was falsely accused of supplying marijuana cigarettes to a former high school student who shared them with other teenage friends. She was arrested, charged, and tried in a four-day criminal trial. On the last day of the trial, the County Prosecutor realized the student's testimony was fabricated and moved to dismiss his own case. **\$2,359.50**

December 4 **Oklahoma Education Association** — The Administrative Committee authorized the appropriation of up to \$5,000.00 to the Oklahoma Education Association in the efforts to help avert a potential state-wide crisis. **\$5,000.00**

SATURDAY SCIENCE SEMINARS

Sponsored by: North Carolina Department of Public Instruction
National Science Teachers Association
FOR: Elementary and Secondary Teachers



Locations
Appalachian State University
Central Cabarrus High School*
Charlotte
Greensboro
Kinston*
Western Carolina University
Wilmington College
Raleigh

Dates
March 15, 1969
April 18-19, 1969
April 26, 1969
April 19 or 26, 1969
April 18-19, 1969
April 19, 1969
April 26, 1969
April 26, 1969

Local Directors of Seminars
Dr. Larry Woodrow
Dr. George Miles
Mr. Lynn Cagle
Mr. John Smith
Mr. Jerry Byrum
Miss Estelle McClees
Dr. Joseph Bassett
Dr. Calvin Doss
Mrs. Betty J. Angell

State Chairman: Paul H. Taylor N. C. Department of Public Instruction.
Associate State Chairman: Dr. Paul B. Hounshell, UNC at Chapel Hill.

*Friday evening and Saturday morning programs are planned at these locations.

NCTA President Speaks To Martin County Teachers



Pictured left to right are: Mr. W. B. Spence, MCTA President, Mr. Chance, Retired Teacher, Mrs. Ruth Downing, Retired Teacher, Mr. L. M. Jackson, Retired Teacher, Mrs. Ruth B. Jones, NCTA President and Guest Speaker.

Recently, Mrs. Ruth B. Jones, President of the North Carolina Teachers Association spoke to members of the Martin County Teachers Association in the guest room of the Holiday Inn in Williamston, North Carolina.

The program began with remarks from Mr. W. B. Spence, President of the Martin County Unit of the North Carolina Teachers Association.

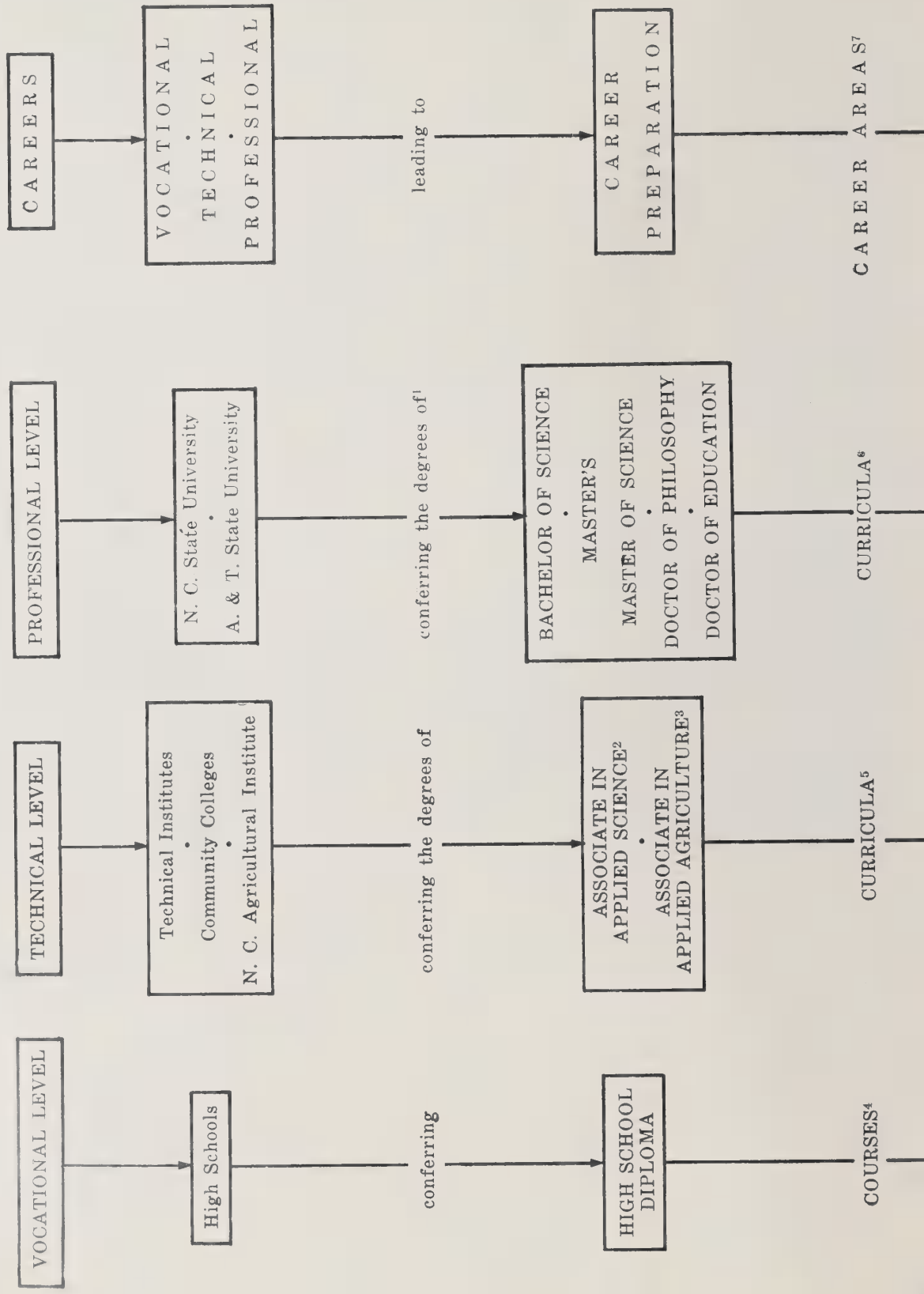
After remarks from Mr. R. E. Rogers, Superintendent of Martin County Public Schools, the speaker was introduced by Mr. C. E. Biggs, Vice-President of the Martin County Teachers Association.

In her address, Mrs. Jones emphasized the importance of unity among teachers and the need for unified dues. She also urged teachers to become more involved in and concerned with politics. In addition to being a part of professional activities, she said we need to join the NCTA Credit Union and help with the Hammock Beach development.

Following her address, she answered many of the questions coming from teachers pertaining to issues and problems affecting the teaching profession.

The program ended with the recognition of retired teachers for their services and contributions to the profession.

North Carolina Educational Opportunities For Preparing Careers in Agriculture & Natural Resources



<ul style="list-style-type: none"> Introduction to Agriculture Agricultural Science and Mechanics Agricultural Production Agricultural Management Agricultural Business Operation and Management Agricultural Chemicals Agricultural Construction Agricultural Machinery and Equipment I Agricultural Machinery and Equipment II Agricultural Sales and Services I Agricultural Sales and Services II Crop and Soil Technology General Forestry General Horticulture Livestock and Poultry Technology Ornamental Horticulture and Landscaping I Ornamental Horticulture and Landscaping II Pulpwood Production Special Needs in Agriculture 	<ul style="list-style-type: none"> Agricultural Business Technology Agricultural Chemicals Technology Agricultural Equipment Technology Agricultural Research Technology Farm Equipment Sales and Service Field Crops Technology Floral Design and Shop Management Technology Food Processing Technology Forest Management Technology Forest Recreation Technology General Agriculture Livestock Management and Technology Ornamental Crops Technology Ornamental Horticulture Technology Pest Control Poultry and Livestock Technology Primary Wood Utilization Technology Recreational Grounds Management Soil and Water Conservation Technology Soil Technology Wildlife Management Technology Veterinary Medical Technology 	<ul style="list-style-type: none"> Adult Education Agricultural Business Agricultural Education Animal Science Biochemistry Biological and Agricultural Engineering Biological Science Botany Conservation Crop Science Economics Entomology Food Science Forestry Genetics Horticultural Science Microbiology Natural Resources Recreation Management Plant Pathology Poultry Science Pre-Medical Services Pre-Veterinary Pulp and Paper Technology Recreation and Park Administration Sociology and Anthropology Soil Science Wood Technology Zoology 	<ul style="list-style-type: none"> PRODUCTION Food Fiber Oil Seeds Forest Products EDUCATION High Schools Technical Institutes Community Colleges Universities Ag. Extension Service Governmental Agencies Foundations Industry International Tech. Aid SERVICES Federal State Private Foreign BUSINESS Banking Credit Insurance Grading Land Appraisal Marketing Merchandising Packaging Public Utilities Transportation Sales Warehousing INDUSTRY Machinery Fats and Oils Feed Fertilizer Food Forest Products Fuel Herbicides Pesticides 	<ul style="list-style-type: none"> CONSERVATION Forest Soil Water Wildlife RECREATION Game Preserves Golf Courses Parks Playgrounds COMMUNICATIONS Advertising Exhibits Motion Pictures Photography Publications Public Relations Radio Television RESEARCH AND DEVELOPMENT Conservation Crops Equipment Machinery Forestry Livestock Management Marketing Methods Pest Control Processing Production Rural Sociology Soils
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¹ Not all conferred at both institutions
² Conferred by the technical institutes and community colleges
³ Conferred by the N. C. Agricultural Institute
⁴ Not all courses (except the first two) offered by all high schools
⁵ Not all curricula offered by all institutions
⁶ Not all curricula offered by both institutions

⁷ Adapted from a publication prepared by a special committee of the Resident Instruction Section, Division of Agriculture, American Association of Land Grant Colleges and Universities

Prepared by:
 Fred W. Manley, State Consultant for Agricultural and Biological Education
 Division of Vocational-Technical Programs
 Department of Community Colleges
 State Board of Education
 Raleigh, North Carolina 27602
 June, 1968

NEGRO HERITAGE

Negroes In American Wars and Progress

Information Outline

By

JOHN W. DAVIS

Compliments of

Jack Greenberg, Director-Counsel NAACP Defense
and Educational Fund, Inc.

I. Revolutionary War

- A. March 5, 1770—Crispus Attucks died with Samuel Gray, James Caldwell, Patrick Carr and Samuel Maverick in the Boston Massacre. Their death rallied all to the cry for independence and Freedom.
- B. June 7, 1775 — Negroes performed their duty at Bunker Hill; Peter Salme, a private in Colonel Nixon's regiment broke the attack of British Major Pitcairn.
- C. Black Haitian Volunteers helped to recapture the Savannah.
- D. Documents of the States indicate:
 1. Rhode Island raised a regiment of 300 slaves
 2. New Hampshire enlisted 629 slaves
 3. New York enlisted 1500 slaves
 4. Connecticut enlisted a regiment of Negro soldiers
 5. Maryland raised 750 Negro troops
 6. From Bunker Hill to Brandywine, from Valley Forge to Monmouth, Negroes fought gallantly side by side with white soldiers in ten brigades.
 7. About 4000 Negro soldiers were scattered throughout the Continental Army

- II. A. Oliver Hazard Perry and fifty Negroes met and defeated the British Man-of-War in Lake Erie
- B. January 8, 1815, Two battalions of 500 free Negroes fought with Jackson to break the hold of the British before New Orleans.

III. Civil War — 1861-1865

- A. Early in 1862, Robert Smalls with eight Negroes, seized the Steamer, Planter and ran it safely past the forts and delivered it to the Union Blockade Fleet. Robert Smalls became a Colonel in the Colored Troops.
- B. "Native Guards" of Louisiana organized and joined the Union Forces in 1862.
- C. June 7, 1863, eight hundred Negroes fought with three hundred whites at Milliken's Bend.
- D. At Port Huron in 1863. First and Third Louisiana Native Guards fought.
 - First made up of free Negroes
 - Third made up of Freedmen
- E. "Kansas Colored Volunteers" formed early in 1863

F. Petersburg, July 30, 1864

Eight Negro Regiments cut through Confederate lines

Three from Maryland

One from Virginia

54th and 55th Regiments from Massachusetts

G. Nashville, Tennessee

14th, 17th, 18th and 44th Regiments

H. 12th, 13th, and 100th Regiments of the United States Army

I. Altogether, 186,000 Negro soldiers and 29,511 Negro sailors served in the Civil War.

J. 50,000 Negro soldiers and sailors died in the Civil War.

K. Commissioned Officers

Kansas—Captain H. Ford Douglas

First Lieutenant W. D. Matthews

Second Lieutenant Patrick A. Minor

Colonel William N. Reed

104th Regiment—Major Martin R. Delany

Captain O. S. B. Wall

Dr. Alexander T. Augusta — Surgeon

Dr. John V. DeGrasse

IV. Spanish American War, 1898

- A. Ninth and Tenth Cavalry, the 24th and 25th Infantry took a prominent part in the assault at El Caney and San Juan Hill
- B. Volunteer Negro troops from Alabama, Illinois, Kansas, Ohio, Virginia
- C. Third North Carolina Infantry — Commanding Colonel James H. Young
- D. Eight Illinois Negro Regiment — Colonel John R. Marshall
- E. Ninth Ohio Regiment — Major Charles Young
- F. Colonel Charles Young, 3rd Negro Graduate of West Point, Hero

V. World War I

- A. At the beginning of the War there were 10,000 Negroes in the regular army and 10,000 in the National Guards
- B. Between June 5, 1917 and September 12, 1918 — 2,290,529 Negro men registered for service
 - 400,000 served in the U. S. Army
 - 200,000 Negro men went to France
 - 42,000 were combat troops
 - 10,000 volunteered for the Navy
 - 2,000 served in the American Transport Force
 - 92nd Division was the largest group of Negroes
 - Infantry
 - Field Artillery
 - Machine Gun Battalion
 - Signal Corps

- C. Negro women served as yeo-women
- D. 194 officers and men received decorations:
Congressional Medal of Honor
Distinguished Service Cross
Croix de Guerre
Legion of Honor

Some noted heroes are:

Henry Johnson
Needham Roberts
Sergeant William Butler

- 1. Johnson and Roberts were the first Americans to receive the French Croix de Guerre for wiping out a German raiding party of 20 men.
- 2. At the Battle of Argonne, the 368th Negro Infantry did noble service
Lieutenant Robert L. Campbell was decorated for rescuing Private Edward Sanders who was carrying a message.
- E. 1200 Negro officers in every branch of service except the Air Corps.
- F. The 15th Regiment of New York was under fire for 91 days.

VI. World War II

- A. 3,000,000 Negro men registered for service.
701,678 Negroes served in the Army
165,000 Negroes served in the Navy
5,000 Negroes served in the Coast Guard
17,000 Negroes served in the Marine Corps
4,000 women served in the Waves and Wacs
- B. 500,000 men and women served overseas
- C. Colonel B. C. Davis, Sr. became first Negro Brigadier General
- D. William H. Hastie became Civilian Aid to the Secretary of War
- E. Colonel Campbell Johnson became Executive Assistant to the Director of Selective Service
- F. R.O.T.C. Units were added to Virginia State College, Hampton Institute, A&T College, Prairie View State College, and Tuskegee Institute
- G. Lieutenant Colonel Benjamin O. Davis, Jr. of the Negro Air Combat Unit took part in the bombing of Pantelleria.
- H. Dorie Miller was decorated by Admiral Nimitz for heroism in the Pearl Harbor attack. Later, he was killed in action when the aircraft carrier, Liscome Bay was lost in the Pacific.
- I. Hugh Mulzac became America's first Negro Captain. He was Captain of the Liberty Ship S. S. Booker T. Washington
- J. Thirteen Liberty Ships were named for Negroes:

The S. S. George Washington Carver
The S. S. Frederick Douglas
The S. S. John Merrick
The S. S. Robert Vann
The S. S. Paul Lawrence Dunbar
The S. S. James Weldon Johnson
The S. S. John Hope
The S. S. John H. Murphy
The S. S. Robert S. Abbott
The S. S. Edward A. Savoy
The S. S. Toussaint L'Overture
The S. S. Harriet Tubman

The S. S. Harmon, destroyer escort and first naval vessel named for a Negro, was launched July 25, 1943, and named in honor of Leonard Roy Harmon, Mess Attendant, First Class, U. S. Navy, who was posthumously awarded the Navy Cross for "extra-ordinary heroism." He lost his life serving in the Battle of Guadalcanal in 1942.

- K. In December 1944, 2500 Negroes served in the Battle of the Bulge
- L. In the South Pacific, the 93rd Infantry served with other troops in jungle fighting-Mariannas to Okinawa.
- M. By Executive Order #9981, President called for equality of Opportunity and Treatment
Officer Training was opened to all in 1949.

VII. Korean War June 25, 1950

Negroes served together with white soldiers in all branches of Service. Dr. John A. Hannah, President of Michigan State University, then, Assistant Secretary of Defense stated: "The obligations to defend our country and our beliefs are borne equally by all citizens with out regard to race or color or religion. It should be a real gratification to all thinking Americans to know that our Armed Forces are leading the way in demonstrating both at home and abroad that America provides opportunities for all of her people."

VIII. Graduates of the U. S. Military Academy — West Point

38 Graduates from Henry O. Flipper—Class of 1877 in the Infantry to Ira Dorsey—Class of 1960 in the Artillery

IX. Graduates of the U. S. Naval Academy

14 Graduates from Wesley A. Brown—Class of 1949 to William E. Powell, Jr. Class of 1959

X. Cadets Currently Enrolled at the Service Academies

- A. U. S. Military Academy
 - 1. Reginald J. Brown — Class 1961
 - 2. Kenneth L. Quinn — Class 1961
 - 3. Fred A. Gordon — Class 1962
 - 4. Robert C. Handcox — Class 1963

5. Edgar Banks — Class 1963
6. William L. Ivy — Class 1963
7. David S. Jackson — Class 1963
8. J. R. Shavers — Class 1963

B. U. S. Naval Academy

1. Willie C. Byrd — Class 1961
2. Mack Johnson — Class 1961
3. Jon A. Shelton — Class 1961
4. John T. Jackson — Class 1962
5. Donald McCray — Class 1962
6. Robert C. Newton — Class 1963
7. Holger G. Ericsson — Class 1963

C. U. S. Air Force Academy

1. Charles Vernon Bush — Class 1963
2. Isaac S. Payne, IV — Class 1963
3. Roger Sims — Class 1963

XI. Active Duty Distinguished Flying Cross Winners

1. Major General B. O. Davis, Jr., Deputy Chief of Staff—Europe
2. Colonel George S. Roberts
3. Lt. Col. William A. Campbell
4. Major Lee A. Archer
5. Major Robert J. Friend
6. Major Freddie Hutchins
7. Major Alva Temple

8. Major V. V. Haywood
9. Captain Leonard F. Turner
10. Hannibal Cox
11. Major D. Holdscaw
12. Major Clarence D. Lester, awarded the DFC for destroying three ME 109's on one combat mission while based in Italy

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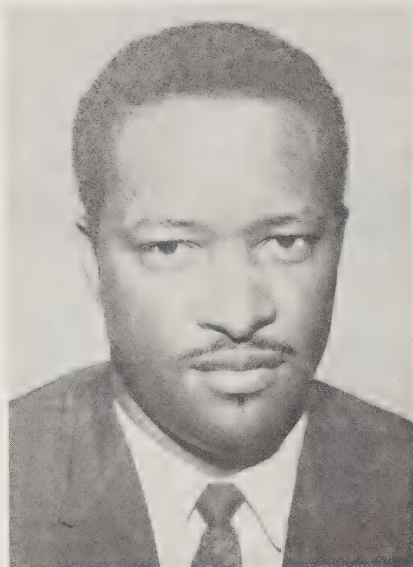
Walter L. Smith, 33, program officer of the U. S. Office of Education the past 18 months, has been appointed to the staff of the National Education Association as a field representative in the Southeast Regional Office.

Mr. Smith will concentrate on strengthening local and state education associations through assistance in establishing goals and designing programs to carry them out. He will also serve as a mediator of disputes, investigator of teacher rights violations, and a coordinator of services throughout the region.

Prior to joining NEA, Mr. Smith helped develop plans for school desegregation and reviewed grant applications for USOE. For 26 months he was an administrative aide for the Federal System Division of IBM Corporation and an education training coordinator for Science Research Associates, and IBM subsidiary.

He was a classroom teacher in

RECEIVES NEA STAFF APPOINTMENT



Hillsborough County, Florida, before joining IBM.

In 1968, Mr. Smith served as a consultant to the Professional Rights and Responsibilities Commission in Washington and at the NEA Convention in Dallas.

He was a panelist in 1960 at the White House Conference on Problems of Youth and Children. In 1967, he was selected to appear in the 1967 edition of "Outstanding Young Men of America".

Mr. Smith attended public schools in Georgia and New York City. He has a certificate in medical technology from Manhattan Medical Assistant's School, an Associate of Science Degree from St. Petersburg Junior College, a B. S. in biology and chemistry and a Master's in educational administration both from Florida A. & M. University and is presently a student at the Woodrow Wilson College of Law in Atlanta.

Born in Tampa, Florida, Mr. Smith is married to the former Barbara Jean Smith of Birmingham, Alabama, a nurse. They live with their two children, John 9, and Andre, 3, in Atlanta Georgia.

Classroom Teachers News

By MRS. EDNA C. RICHARDS
Executive Secretary

AMENDMENTS TO THE CONSTITUTION OF THE NORTH CAROLINA ASSOCIATION OF CLASSROOM TEACHERS ARTICLE IV — REPRESENTATIVE ASSEMBLY

Section 1. The election of officers and the transaction of business shall be conducted at the annual meetings of the Representative Assembly of delegates apportioned, elected and governed as hereinafter provided.

To implement the above amendment which was passed at the 1963 Convention, the following by-laws are proposed:

MEMBERSHIP CLASSIFICATION

1. Membership in the Association shall be classified as active and associate memberships.
2. Any member of the NCTA who is a classroom teacher is eligible for membership in the NCACT as an active member.
3. Any retired teacher who is a member of NCTA shall be eligible for membership in the NCACT as an associate member with all the privileges of an active member except voting and holding office.
4. The term "classroom teacher" shall mean any person devoting a major part of his time to classroom teaching or allied work considered as teaching in the local salary schedule, provided such person shall have no power of rating over other teachers in service.

DELEGATES TO REPRESENTATIVE ASSEMBLY

1. Each affiliated unit of the North Carolina Association of Classroom Teachers shall be entitled to elect one delegate and one alternate for each 10 of its members or major fraction thereof who are active members of the North Carolina Teachers Association. Said delegates and alternates to the Representative Assembly shall be certified by the president of the local unit.
2. Each local unit not having an affiliated unit of NCACT shall be entitled to one delegate and

one alternate for each 20 of its classroom teachers who are members of the NCTA.

These delegates shall be certified by the District Director.

3. Credentials of delegates and alternates shall be filed with the office of the executive secretary of the NCACT on the proper forms at least 30 days prior to the meeting of the Delegate Assembly sent in by District Directors.

Each member of the Executive Committee of NCACT shall be a delegate ex-officio and shall be certified by the president of NCACT.

NOMINATIONS AND ELECTIONS

1. The names and credentials of all candidates for office must be submitted to the office of the NCACT executive secretary no later than sixty (60) days before the annual meeting of the Representative Assembly.
2. From this list the nominating committee shall prepare a ballot of two (2) nominees for each office which is open for nominations.
3. The elections committee shall be charged with the working out of other details or plans incident to the preparation of the ballot to be used in the election.

Plans worked out by the elections committee shall be subject to the approval of the Executive Committee.



JOE DUNCAN RECOGNIZED BY NEA OFFICIALS — An elementary school principal from Yanceyville, Mr. Joe Duncan was elected Vice Chairman of the NEA Human Relations Council. Pictured above left to right: Walter J. O'Brien, Chairman of the Council; Mrs. Elizabeth Koontz, NEA President; Sam Lambert, NEA Executive Secretary; and Mr. Duncan.

Teachers Complaints Just, Public Agrees

By Louis Harris

Two key demands by teachers in recent strikes in many parts of the country—higher salaries and a larger voice over education policy — meet with rather widespread public sympathy.

The American people agree, by 67 to 19 per cent, that "teachers should have a bigger voice in the education system." They also agree by 51 to 41 per cent that "teachers are under-paid and striking is sometimes the only way they can get a raise."

Although the division is closer, 49 to 41 per cent, the public endorses the principle that "teachers should have the right to strike." By a lopsided 85-to-11 per cent, however, the public believes that "when teachers strike, the students are the ones who lose."

Earlier this month, a cross-section of 3367 adults was asked:

"As you know, an increasing number of school teachers have been going out on strike recently. Do you feel that teachers should have the right to strike or not?"

	Should Have	Should Not Have	Not Sure
Nationwide	49%	41%	10%
By region			
East	43	47	10
Midwest	49	42	9
South	53	35	12
West	54	38	8
By race			
White	48	43	9
Negro	60	26	14
By Union membership			
Union	58	34	8
Non-union	45	44	11

Every region of the country—except the East—backs the right of teachers to go out on strike. Many Easterners were obviously affected in their views at the time of this survey by the series of strikes that recently shut down the New York City school system. The issue there was not pay, but

teacher security versus decentralized community control.

Nationwide, Negroes are more sympathetic with teachers who strike than are white.

The national cross-section was handed a series of four statements and was asked:

"I want to read you some statements about teachers going out on strike. For each, tell me if you tend to agree or disagree."

	Agree	Disagree	Not Sure
1. When teachers strike, the students are the ones who lose.	85%	11%	4%
2. Teachers should have a bigger voice over the education system.	67	19	14
3. Teachers are under-paid and striking is sometimes the only way they can get a raise.	51	41	8
4. Teachers are professionals and should not strike.	46	46	8

Perhaps the key finding of this latest study is that the general public now sees strikes by teachers as justified in certain circumstances. The cross-section was asked:

"Regardless of whether you think they have the right to strike, do you think teachers who strike have justifiable reasons for striking or not?"

	Total Public
Justifiable reasons	59%
No justifiable reason	26
Not Sure	15

It is apparent that popular opinion on a national basis has swung substantially behind the teachers in their efforts to bargain collectively.

—1968, The Washington Post Co.

Normality and Abnormality in our Society

John D. Knight is Director of Social Education at Eastern Carolina Boys School, Rocky Mount, N. C. He received his B.S. from State Teacher's College in Elizabeth City; a Certificate in Psychiatric Social Work from Atlanta University; M.A. in Guidance and Counseling from N. Y. University; and a Principal's Certificate from N. C. College at Durham, N. C. He worked as teacher-counselor in Fairmount Height, Md. and taught eighth grade for 17 years. He also worked for three years as Home-School Co-ordinator for the Rocky Mount City School.

The normal man is a fiction. We speak of "the man in the street", but no one has ever seen him nor will see him. He remains a synthetic creature, possessing a maximum of desirable traits and a minimum of undesirable ones. We live as if he were real and we level our conduct with him as an ideal. Fortunately, most of us meet our conflicts and make a more or less successful compromise; so we present to the world the faces and behavior of happy and seemingly normal people. An immense amount of material has been written about the abnormal person, yet very little has been written about the so called "normal person". Webster defines normal as "according to, constituting, or not deviating from an established norm, rule, or principle." According to Menninger, normality signifies mediocrity or run-of-the-mill and anyone who achieves anything is therefore abnormal. No person is at all times and in all respects normal. Normal is a psychological fiction, and insanity is a legal term. A sane person is neither a hundred percent sane, nor is the insane person a hundred percent demented. When we survey the mind, commonly called normal or sane, we find passionate convictions, defensive attitudes, fixed ideas, prejudices, and rationalizations dominating the mind's reaction to reality. If we assume there is such a thing as normal heredity, normal environments, normal intelligence, normal education, normal bodies, and drives, among the ancestors of any individual, we can find either alcoholics, emotionally unstable individuals, neurotic or psychopaths. Almost every family has its so called "black sheep".

Normal intelligence covers a range from twelve to twenty years. Two individuals classified as normal may show a marked variation in their capacity to learn. A sixth grade education is considered average for the country as a whole. In comparing two individuals classified as normal one may have had a sixth grade education and the other four years or more of college. A normal environment could only be normal if all the individuals in it were normal. The homes of many individuals are disrupted early in life by illness, death, or divorce of parents; in this respect, a considerable percentage of environments are abnormal. To assume

there is a normal individual, one must assume a normal body. If we consider freedom from defect as a normal body, it is evident that from the physical standpoint there are few normal people among the general population. A large percentage of people suffer from disease or defects. There is likewise no perfection of temperament. The drives for domination, power and self assertion underlay all social progress. Acquisitiveness, an outgrowth of the instinct of self-preservation, may make a man either a bank robber or a bank president. Aggressiveness, also an outgrowth of the instinct of self-preservation, helps men out of trouble and gets them into it. There are many who believe that if a man is in prison this is in itself proof that he is abnormal. His family and friends come to his rescue with excuses such as, "I don't believe he could have done it unless he was crazy" or "he couldn't have done it if he had been in his right mind." We are all normal only in the sense that we fit into the patterns of the conventional world about us. Seeking normality is like looking for gold at the end of the rainbow. Many people who are generally called insane are strikingly like ourselves except for some peculiar attitude. Many of the insane have high degrees of intelligence. In the insane there is disturbed contact with reality. The psycho-neurotic is struggling with reality, but contact is maintained. Mental diseases may be defined as "disturbances in thought processes, emotion, or behavior resulting in the individual's maladjustment to his social environment." The most common type of major mental illness is characterized by a lack of harmony between the patient's behavior and his mood and beliefs.

Psychotic behavior and ideas have certain adaptive value to the individual beliefs frequently compensate for feeling of inferiority. To blame the responsibility for our difficulties on our fellows, to feel ourselves free of all elements we consider intolerable and degrading are types of mental illness. They bring again to the patient for which he pays a price in the way of social disability. In order to properly adjust there must be the achievement of a certain degree of independence and of a conviction of personal value. The management of the sexual instinct and memories dealing with

past sexual experiences are important. Also important are the relations of the individual to his parents and the personal value of the individual spiritually, ethically, and socially.

A severe demand upon the individual is the bringing of the sexual urge into harmony with the other urges and the outward expression of it in a form which is socially acceptable, and which at the same time, does justice to his needs. All individuals crave the development of an independent personality. The individual has to pass from the stage of being part of the parent and at first being completely dependent to the stage in which he is self-reliant and self-supporting. In addition to the dependence on the part of the parent for physical care, there is a bond at the level of personal relationship. Some parents can never allow their child to emancipate himself completely and to lead an independent life. Such parents impede the emotional development of their child. This may show itself later in the inability to establish constructive relations with the opposite sex, or inability to free oneself from the undesirable limitations of the philosophy of life and religion in which one was brought up. Parents may foster in the child personal overvaluation. This attitude is basically transmitted to the child. It may be a serious hindrance to sound social adjustment when others do not share this valuation; the individual may feel hurt and unjustly treated. He may project the responsibility on the supposed hostility, stupidity or jealousy of his associates. All individuals seek to acquire a feeling of personal value. Failure to do so leads to reaction of a compensatory nature and to distortion and misinterpretation of the outside world. All individuals are sensitive as to personal value, as to appearance of strength, intellectual ability, sexual potency, and economic, social, racial, and religious status. An individual may fit into a social group easily, but may not have developed robust habits of thought and action; thus he may be ill-equipped for dealing with special situations when thrown back upon his own resources. The emphasis upon conformity and submission may have been too great. When there has been marked domination by the parent, there may be dangerous accumulation of tension in the child owing to the suppression of his initiative, with a later revolt.

Mental disease is best considered as human nature working under difficulties with resulting deviation in thinking, action and feeling. Man strives not only to maintain his individual existence and to propagate his kind, but also to attain happiness. Man has attempted to understand and to control the forces that make up his personality and to determine his destiny. The analysis of these forces brings one face-to-face with beliefs of man and shows how much these beliefs contribute to

the success or failure of the individual and the group. Man lives in a social environment permeated with social and spiritual forces. Beliefs play a very important part in man's adjustment to his environment.

The study of various personalities exposed to different molding influences and the study of the corresponding variations in belief throw much light upon the adaptive role of belief in general. The delusions of the mentally ill and beliefs of the mentally well are more closely related than is usually recognized. Under strain the well person may lapse from conventional belief to individual delusion. Delusion is an attempt that has gone wrong in that it estranges the individual from the social group. It is an attempt of the personality to deal with special difficulties in which the mind reverts to primitive modes of adaptation. Delusions, like fever, is part of nature's attempt to cure. It is an attempt to neutralize some disturbing factor or to compensate for some handicap. The mentally ill struggle to build a world that does justice to their needs. The more recent beliefs do not eliminate the earlier ones, but merely supersede them. Under strain, the individual may fall back upon more primitive beliefs which served man for many generations. Belief varies in individuals and in racial, social and cultural groups. We all tend to rationalize failure and to project blame. This tendency may become so fixed as to be an obsession. It may develop into chronic suspiciousness and delusions of persecution. A delusion of persecution is frequently a defense against fear; and feelings of blame and inferiority represent an effort to achieve superiority. To counteract his fears, the individual rationalizes that people are trying to persecute him. He thinks they would not persecute him if they did not fear him and they would not fear him unless he was a very important person; however, a very important person can not fail. So the individual blames his reputed enemies for his misfortunes. This is essentially a regressive reaction, a mechanism seen in the child and primitive man.

The primary need for self-preservation relates to those physical activities which keep us alive and healthy. As society becomes more complex, the basic physical needs are conditioned by social customs. Sex needs are regulated by necessary social restrictions.

Psychological needs for an adequate self-concept develop from our interest in the people around us. The needs for normality and abnormality in our society can be grouped under four headings: response, recognition, respect, and religion.

Response relates to our need to receive affection and attention from others. The infant and the child wants response from parents and playmates.

(Continued on Page 25)

MEMORANDUM

TO: Executive Secretaries of State Education
Association
NEA State Directors
NEA Regional Office Directors

NEA members serving on active duty in the Armed Forces of the United States may now be granted NEA membership at no cost. State education associations may identify those eligible for complimentary membership and advise the NEA Division of Affiliates and Membership.

The following guidelines explain the complimentary membership in some detail. Please note that:

- complimentary membership may be granted to any NEA member or Student NEA member who enlists or is called to active duty.
- local education associations may advise state associations of individuals eligible for complimentary membership.

State and local education associations are encouraged to offer similar complimentary membership so that the united teaching profession may maintain contact with eligible individuals serving on active military duty.

Additional information may be obtained by contacting Bob Harman, or John H. Starie, Director of Affiliates and Membership, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

GUIDELINE FOR COMPLIMENTARY NEA MEMBERSHIP FOR PERSONS ON ACTIVE MILITARY DUTY

Any NEA member or Student NEA member who enlists or is called to active duty in the Armed Forces of the United States, including those whose Reserve or National Guard unit is called to active duty, may be granted complimentary membership in the National Education Association while on active duty.

The type of membership to be granted shall be determined by the former membership status. Active members shall continue in active membership status, student NEA members shall be enrolled as Reserve members, and any others eligible shall be given associate membership status.

State associations may identify persons eligible for complimentary membership and shall notify the NEA Division of Affiliates and Membership of the name, complete address, and type of membership for which each person is eligible.

Local associations may forward information on individuals believed to be eligible for complimentary membership to the appropriate state associations.

The National Education Association may grant complimentary membership on the direct request of an individual, subject to current membership requirements.

Complimentary membership granted shall be continued until the person leaves active military duty. The National Education Association shall contact each person holding complimentary membership by mail each year for verification that he is then serving on active military duty.

NORMALITY AND ABNORMALITY

(Continued from Page 24)

The adolescent desires the approval of the opposite sex. He is eager to conform to the standards set by his own age group. This further proves that there are abnormal, normal, and pseudo forces that shape our society and makes man a fiction. The adult seeks his response from his mate and from business and social contacts. The right response means getting enough attention to feel secure. Too little response leads a person to make foolish bids for acceptance by clownish behavior, odd clothing, etc. Unfortunate experiences in response can cause withdrawn and serious personality disturbances.

Recognition concerns the need to be rewarded for successful achievement. Rewards in childhood must be immediate and apparent. The mature person can delay his reward and find satisfaction in helping others. Some of the biggest rewards come from the challenge of a new experience and winning the respect of the community.

Respect for ourselves and for others is basic to self-concept. Respect for ourselves comes from the security of social acceptance and the practice of consistent standards of behavior. In adolescence, attitudes of self-esteem are measured by the extent to which youth gains independence and assumes responsibility for his actions. Respect for others can bring personal rewards. As one learns to sacrifice personal gains through team spirit or philanthropy, he gains a new sense of self-warmth.

Characteristic ways of behavior create a code of ethics. The beliefs about right and wrong that make up one ethical code are acquired over a period of years. From a code of ethics and the comparison value placed on the satisfaction of needs is built a philosophy of life.

Religion concerns the need to believe in something greater than human resources. Its basic purpose is to help a person understand and accept life. Religion helps to develop a philosophy of living. Most of the world's great religions include a code of conduct and an interpretation of human value.

Until we have learned to put all the above facts into reality, man will continue to be a fiction and a large segment of our society will be sick and pseudo.

Get Ready For College And Go

Your guide to four programs of Federal assistance in Financing a college education:

- College Work-Study
- National Defense Student Loans
- Educational Opportunity Grants
- Guaranteed Loans

"We have entered an age in which education is not just a luxury permitting some men an advantage over others. It has become a necessity without which a person is defenseless in this complex, industrialized society . . . We have truly entered the Century of the Educated Man."

President Lyndon B. Johnson,
April 1964

First Things First A high school student who plans to go to college should first determine which college has the courses of study best suited to his needs or career plans. Since the student should feel at home in his school, other considerations are also important—whether the college is in a rural environment or a city, whether it is large or small, co-educational or not. The next step is to find out in detail the college entrance requirements, and prepare to meet them. And, for many students, there is the matter of money . . .

THE AVERAGE COST

	High-cost private college	Low-cost private college	High-cost public college	Low-cost public college (primarily commuters)
Expenses				
Total	\$3,200	\$1,850	\$1,800	\$1,050
Tuition and fees	1,500	550	300	100
Room	400	200	300	0
Meals on campus	500	400	500	200
Books and supplies	150	150	150	150
Personal and miscellaneous	400	400	400	400
Transportation	250	150	150	200

amount, supplemented by his weekly earnings during the school year, could help provide total educational costs including necessary clothes, transportation, and personal expenses.

Work may be for the institution or for an approved off-campus agency. On-campus jobs can include work in dining halls, laboratories, libraries, and maintenance. Off-campus jobs are assigned in public or nonprofit organizations and include work in health, welfare, and recreation programs, and in Community Action Programs.

To work under this program, a student must be enrolled and be in good standing, or be accepted for enrollment as a full-time student, at a college which participates in the program. The student's eligibility depends upon his need for employment to defray college expenses, with preference given to applicants from low-income families.

National Defense Students Loans: A Program of Borrowing

Most colleges and universities in the United States take part in the Student Loan Program. High school graduates who have been accepted for enrollment by colleges and universities, or college students enrolled in full-time or at least half-time courses and who need financial help for educational expenses, are eligible for student loans.

An undergraduate student may borrow up to \$1,000 each academic year to a total of \$5,000. Graduate students may borrow as much as \$2,500 per year to a maximum of \$10,000. The payment period and the interest do not begin until 9 months after the student ends his studies. The loans bear interest at the rate of 3 percent per year and repayment of principal may be extended over a 10 year period, except that the institution may require a repayment of not less than \$15 per month.

If a borrower becomes a full-time teacher in an elementary or secondary school or in an institution of higher education, as much as half of the loan may be forgiven at the rate of 10 percent for each year of teaching service. Borrowers who elect to teach in certain eligible schools located in areas of primarily low-income families may qualify for cancellation of their entire obligation at the rate of 15 percent per year.

The colleges and universities approve and make the loans and are responsible for collections. Repayment may be deferred up to a total of 3 years while a borrower is serving in the Armed Forces, with Peace Corps, or a Volunteer in Service to America (VISTA). Repayment is deferred for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic work load.

Educational Opportunity Grants: A Program of Direct Awards

By the fall of 1969, colleges and universities will make Educational Opportunity Grants available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. To be eligible, the student must also show academic or creative promise.

Eligible students who are accepted for enrollment on a full-time basis or who are currently enrolled in good standing, may receive Educational Opportunity Grants for each year of their higher education, although the maximum duration of a grant is 4 years.

Grants will range from \$200 to \$800 a year, and can be no more than one-half of the total assistance given the student. As an academic incentive to students, an additional award of \$200 may be given to those stu-

dents who were in the upper-half of their college class during the preceding academic year.

The amount of financial assistance a student may receive depends upon his need—taking into account his financial resources, those of his parents, and the cost of attending the college of his choice.

GUARANTEED LOANS: A PROGRAM OF BORROWING

The education of young people from middle or upper-income groups frequently places financial burden on their families particularly if there are a number of children who want to go to college. In many cases, the student cannot qualify for student employment or a student loan. Even when commercial credit sources are available, repayment generally runs concurrently with the years the student attends college.

To help these young people and their families, a Guaranteed Loan Program is now authorized and is in operation.

Under this program a student may borrow from a bank or other financial institutions. A graduate student may borrow as much as \$1,500 a year; an undergraduate, as much as \$1,000.

A student from a family with an adjusted income of less than \$15,000 a year pays no interest while he is in an eligible college, university, or technical school. Repayment of principal and interest begins when the student has ceased his course of study. At that time the Federal Government pays approximately one-half the interest and the student the remainder. A student from a family with an adjusted income higher than \$15,000 a year pays the entire interest on the loan, but he may borrow under the



Receives Degree

Roy Anderson, Jr., Charlotte-Mecklenburg Instrumental Music teacher, received the Specialist in Education degree in Secondary Administration and Supervision and Instrumental Music from Wayne State University, Detroit on December 17th. Mr. Anderson is also a "Magna Cum Laude" graduate of the North Carolina A. & T. State University and received his masters degree with "high honors" from Indiana University.

In addition to his regular music teaching duties, he teaches in the Basic Adult Education program at Bruns Avenue Elementary School in Charlotte and also directs five Church choirs throughout the city.

Prior to coming to Charlotte, Mr. Anderson taught English, Instrumental Music and Driver Education at Mary Potter High School, Oxford, under the direction of Mr. J. H. Lucas.

Guaranteed Loan Program at 6-percent simple interest.

The major objective of this program is to make loan insurance available to any college student who wants to borrow.

For further information concerning these four programs, contact your high school guidance counselor or college financial-aid officer.

if your schools participate in the
NATIONAL SCHOOL LUNCH PROGRAM
they must provide

FREE or REDUCED PRICE LUNCHES

FOR NEEDY CHILDREN

(Abstracted by the Legal Defense Fund NAACP)

Text of the complete law follows

As you may know, the U. S. Department of Agriculture recently made some significant changes in their regulations dealing with The National School Lunch Program. The School Breakfast Program and The Special Food Service for Children. Below is an abstract of those new regulations.

Meals meeting established nutritional requirements shall be served without cost or at a reduced cost to children who are determined by local school authorities to be unable to pay the full cost.

No physical segregation of/or any other discrimination against any child shall be made because of his inability to pay.

* * *

U. S. Department of Agriculture (USDA) regulations, issued October 1968.

DECLARE that your schools have the responsibility to determine individual children who are to receive free lunches, breakfast and other meals.

REQUIRE YOUR SCHOOLS TO:

1. Develop an official policy to be uniformly used in determining eligibility for free and reduced price meals. This written policy statement must include:
 - standards to be used
 - procedures to be followed to determine which children are eligible and how this information is to be kept confidential

- names of officials authorized to determine which children shall receive free meals
 - provision for appeal in individual cases.
2. Operate food service programs in such a way that children receiving free or reduced price meals cannot be identified.
 3. Publicly announce the policy and procedures and put them into effect by FEBRUARY 1, 1969.

PROHIBIT YOUR SCHOOLS FROM DISCRIMINATING AGAINST NEEDY CHILDREN

Children receiving free or reduced price meals may not be required to:

- use a separate lunchroom, serving line or entrance
- eat a different meal or at a different time from paying children
- work for their meals
- use tickets, tokens or any other means of paying which identify them as needy children.

Your state educational agency has important responsibilities under the new regulations. It must:

1. Inform local schools of their responsibilities by setting target dates for compliance.
2. Provide guidance to schools as they develop and implement their policy statements on free and reduced price meals. USDA suggests that states should:

- prepare charts with a sliding scale of lunch prices based on family income and size
 - recommend free or reduced price lunches to children from any family which:
 - (a) is eligible for welfare, Aid to Dependent Children, commodities or the Food Stamp Program;
 - (b) has an income comparable to a family on welfare;
 - (c) has a temporary financial emergency
 - urge simple procedures for qualifying for free lunches which avoid prying and unnecessary questions
 - encourage cooperation with local welfare departments.
3. Monitor performance of schools to ensure full compliance with the law, require assurances and regular reports and conduct investigations.

After February 1, 1969, your state agency may not sign or extend contracts for participation in the National School Lunch Program with any schools which have not complied with the new regulations.

Schools which have not established and implemented a policy for free and reduced price lunches will not be eligible for Federal Funds after July 1, 1969.

1. Urge your local school board officials to adopt a uniform district-wide policy for free and reduced price lunches for needy children in full compliance with the law.

2. Visit your local school lunch director. Ask to see the guidelines from your state agency. Make suggestions for an effective program for free and reduced price meals in your schools. Keep abreast of developments.
3. Advise low-income families of their children's rights under the law. Help parents file an appeal if they feel that their children have been unjustly excluded from the National School Lunch Program.
4. Send a delegation to your state school lunch director to urge leadership for an adequate uniform program for free and reduced price meals across the state.
5. If you feel that your local school district or your state agency is not complying with the law, file a complaint to:
Mr. Robert Valder
Regional Director
Southeastern Regional Office
NAACP Legal Defense Fund
Division of Legal Information
and Community Services
216 W. 10th Street
Charlotte, North Carolina
28202
Phone (704) 333-3047

NOTICES

DEPARTMENT OF AGRICULTURE

Consumer and Marketing Service NATIONAL SCHOOL LUNCH, SCHOOL BREAKFAST, AND SPECIAL FOOD SERVICE PROGRAMS FOR CHILDREN

Determining Eligibility for Free and Reduced Price Lunches and Other Meals

I. **Purpose.** Sections 9 and 13 of the National School Lunch Act, as amended (42 U.S.C. 1758, 1761), and section 4 of the Child Nutrition Act of 1966 (42 U.S.C. 1773) require that (a) meals meeting the established nutritional requirements shall be served without cost or at a reduced cost to children who are determined by local schools and

service institutions to be unable to pay the full cost of the meals, and (b) no physical segregation of or other discrimination against any child shall be made because of his inability to pay.

Under the legislation and the regulations issued thereunder, it is the responsibility of the schools and service institutions participating in the National School Lunch Program (7 CFR Part 210), the School Breakfast Program (7 CFR Part 220) and the Special Food Service Program for Children (7 CFR Part 225) to determine the individual children who are to receive free or reduced price lunches, breakfasts, or other meals. Federal and State agencies charged with administering these programs are responsible for assuring that the local schools and service institutions are discharging the responsibilities placed on them.

This notice sets forth responsibilities, outlines procedural steps and provides guidance for the development of substantive criteria for use by schools and service institutions to determine eligibility for free or reduced price meals and to assure that there is no physical segregation of or other discrimination against children because of their inability to pay the full price for meals.

II. **Definitions.** Terms used in this notice shall have the meanings ascribed to them in the regulations governing the National School Lunch Program, the School Breakfast Program, and the Special Food Service Program for Children.

III. **Responsibilities of State Agency or Consumer Food Programs District Office.** Each State agency, or CFPDO where applicable, shall:

1. Inform schools and service institutions participating in the National School Lunch Program, the School Breakfast Program and the Special Food Service Program for Children of their responsibility to provide free or reduced price lunches, breakfast,

or other meals (hereinafter referred to as meals), to children determined to be unable to pay the charge established for paying children in the attendance units under their jurisdiction.

2. Require such schools and service institutions to:

a. Develop a written policy stating the criteria to be used uniformly in all attendance units under their jurisdiction in determining the eligibility of children for free or reduced price meals.

b. Include in their policy statements a clear indication of the local officials delegated authority or designated to determine which individual children are eligible for a free or reduced price meal under the established policy criteria.

c. Include in their policy statements, criteria which will give consideration to economic need as reflected by family income, including welfare payments, family size, and number of children in the family in attendance units.

d. Outline the procedural steps to be followed by local officials in making the individual determinations and in providing the free or reduced price meals in a manner to avoid overt identification to their peers of children receiving such meals.

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e. Include in their procedures a provision for appeal from decisions in individual cases.

f. Inaugurate and maintain a system of collecting payments from paying children and accounting for free or reduced price meals in a manner which will protect the anonymity of the children receiving free or reduced price meals in the lunchroom, class room or other environ of the attendance unit.

g. Publicly announce to the patrons of the attendance units and place into effect their policy on eligibility for free or reduced price meals, by the target date set out in section V of this notice.

h. Forward copies of their written policy statements for review by the State agency, or CFPDO where applicable.

3. Obtain assurance from schools and service institutions that the names of children determined to be eligible for free or reduced price meals will not be published, posted or announced in any manner to other children, and that such children will not be required, as a condition of receiving such meals, to:

- a. Use a separate lunchroom.
- b. Go through a separate serving line.
- c. Enter the lunchroom through a separate entrance.
- d. Eat lunch at a different time from paying children.
- e. Work for their meal.
- f. Use a different medium of exchange in the lunchroom than paying children use.
- g. Eat a different meals than paying children.

4. Provide counsel and guidance to schools and service institutions to assist them in developing acceptable policy statements and collection procedures, and assist them in making adjustments where justified.

5. Monitor performance of schools and service institutions through administrative reviews, special on-site evaluation and other means to assure that determinations are being made in accordance with announced policies and to assure that overt identification of any child receiving free or reduced price meals is avoided.

IV. Guidance regarding criteria. In providing guidance and counsel to schools and service institutions in development and implementing policy statements, it is suggested that each State agency, or CFPDO where applicable, shall:

1. Furnish a chart of the criteria to be used, in the form of suggested scales based on family income and family size. Such chart should reflect variations in income criteria as appropriate to urban, rural, or other significant geographic or locational economic differences within the State.

(In any State where CFPDO is responsible for administering programs in nonprofit private schools or service institutions, CFPDO shall prepare the suggested chart of family income in consultation with the appropriate State agency.)

2. Caution schools and service institutions against developing scales with many fine gradations in income and family size and several different levels of reduced price meals. This significantly complicates the determinations and the collection and accounting for payments. Experience has indicated it is desirable to have only two or three prices for meals (in addition to free meals), e.g., full price, half price, 10 cents or 5 cents.

3. Recommend that schools and service institutions consult with welfare agencies concerning eligibility scales for public assistance in the local area and information on families participating in any of the local welfare programs. This will minimize additional developmental work and

assure greater coordination and understanding within the community. A broad range of public opinion exists which generally considers families are in need of food assistance if they are at income levels that qualify them for various forms of economic assistance such as "welfare" programs. Therefore, free or reduced price meals should be provided to children from any family certified as eligible for assistance under the Food Stamp Program or the Commodity Distribution Program and children from families participating in any of the various programs of public assistance such as Aid for Dependent Children, as well as families determined to be eligible under local standards related to local conditions.

In determining the eligibility of children from such families for free or reduced price meals, the work of local officials will be minimized by accepting as evidence of family income, the fact of participation in and the eligibility standard for such programs. The eligibility of specific children for free versus reduced price meals could then be readily determined from the family income and family size scales adopted by the schools and service institutions.

4. Provide that children from families who for various reasons are not participating in welfare programs but are at comparable income levels should be accorded the same consideration for free or reduced price meals. Evaluations of family income and family size with regard to children from such families should be based on income assertions in applications from such families.

5. Caution schools and service institutions against establishing criteria and requirements so rigid as to preclude local officials from granting additional children free or reduced price meals on an intermittent or emergency basis when justified on other in-

dicators of economic or temporary financial need, such as illness or death in the family or other circumstance imposing an economic hardship on the family or a nutritional hardship on the children. Enlisting the cooperation of local health authorities and community civic organizations should be helpful in such determinations.

6. Discourage use of long and detailed formal application forms. Simple statements of family income, family size, plus hardship reasons should be acceptable without forms involving long-winded, prying, and irrelevant questions.

7. Provide, as guidance material, samples of policy statements, free and reduced price meal scales, and procedures for accounting for such meals judged to be sound and workable.

V. Effective dates and time table for performance.

1. The following target dates are established for performance by each State agency, and CFPDO where applicable.

a. December 1, 1968 — Deadline for notifications to be issued to all schools and service institutions of their responsibilities as set out in the applicable program regulations and this notice, and for setting a target date for promulgation of policy statements of schools and service institutions.

b. February 1, 1969 — All schools and service institutions are expected to have established, revised, or reevaluated their policy and procedures, carried out requirements from the State agencies, or CFPDO where applicable, consistent with this notice, and publicly issued and placed into effect such policy and procedures on or before this date.

2. Follow-up actions by State agency and CFPDO:

a. Each State agency, and CFPDO where applicable, shall issue such other instructions as it deems necessary to insure appropriate and timely action by schools and service institutions.

b. After February 1, 1969, no agreement with a school or service institution to participate in the National School Lunch Program, the School Breakfast Program or the Special Food Service

(Continued on Page 32)

SUGGESTIONS
we hope prove useful

Fun Spectacles To Make And Play With

Youngsters not only have a good time making these play eyeglasses, they enjoy putting them on and acting different characters. All you need are odds 'n ends, pipe cleaners, paste, poster paint.



PAPER CUP HANDLE
SUNGLASSES

Handle from a paper drinking cup is perfect shape to form the sunglasses. Lenses are colored cellophane from candy boxes, etc. *To make:* Cut cup handle in half. Fasten halves together to form glasses frame. Paste cellophane to the frames. Fasten pipe cleaners to fit over ears. Cut big eye holes.



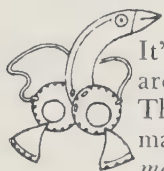
I LOVE YOU SPECS

These glasses are fun to wear at any time but especially at a birthday party. *To make:* Cut out 2 heart shapes from red cardboard or paint plain cardboard red. Use pipe cleaner to join hearts with pipe cleaner for nose bridge and for ear pieces. Cut big round eye holes.



SPACEMAN
WRAPAROUNDS

Cardboard cut from side or wall of an oatmeal box will make a natural wraparound. No ear pieces needed, the shape holds glasses on. *To make:* Cut 1½" strip from oatmeal box to fit snugly over face. Cut big square or rectangular eye holes. Notch for nose. Round off 2 ends which fit back of head. Paint with diagonal strips.



GOOSE GLASSES

It's fun to say "Where are my goose glasses?" They look so silly they make folks laugh. *To make:* Join together with pipe cleaner 2 cardboard liners from jar lids. Cut big eye holes. Use border of a paper plate for head, feet, beak. Decorate with poster paint. Tie on with yarn.



Delicious wake-up taste

This happy, healthful treat of delicious Wrigley's Spearmint Gum gives you a little lift. And the chewing helps ease tension.

Program for Children shall be entered into, unless the school or service institution has filed and placed into effect the policies and procedures required under this notice.

c. No agreement with a school or service institution participating in the National School Lunch Program, the School Breakfast Program, or the Special Food Service Program for Children on February 1, 1969, shall be extended for the fiscal year beginning July 1, 1969, unless the school or service institution has filed and placed into effect the policies and procedures required under this notice.

VI. Effective date. This notice shall be effective on date of issuance

John A. Schnittker,
Acting Secretary

TRAVEL MINDED TEACHERS wanted to escort student groups to Europe during the summer. Highly profitable. District managers positions open. Send resume to: STUDENT TRAVEL, P. O. Box 1689, Orlando, Florida 32802.

88th ANNUAL NCTA CONVENTION

THURSDAY, MARCH 27, 1969

9:45 a.m.—Exhibits Open
10:00 a.m.—Registration
11:30-1:30 p.m.—Open Hearings
1:35-2:35 p.m.—Lunch—Department of Supervisors Business Meeting
2:45-5:00 p.m.—First Business Session
5:00-6:00 p.m.—District Caucuses
6:00-7:00 p.m.—Dinner Hour
7:15-8:00 p.m.—Concert
8:15 p.m.—First General Assembly (Keynoter)

FRIDAY, MARCH 28, 1969

8:00-9:00 a.m.—Registration
8:45-10:45 a.m.—Divisional Meetings
10:50 a.m.-12:50 p.m.—Second Business Session
12:55-1:35 p.m.—Lunch
1:40-3:35 p.m.—Additional Meetings of Divisions
3:40-5:00 p.m.—Department and Section Meeting
5:30-7:30 p.m.—NCACT Banquet
7:15-8:00 p.m.—Concert
8:15-9:30 p.m.—Second General Assembly (Keynoter)
9:40-10:40 p.m.—Presidents' Reception
10:50 p.m.-1:30 a.m.—Social

RECEIVES AWARD



W. T. Johnson, Associate State Supervisor of Agricultural Education with offices at A & T State University, Greensboro, N. C., was honored for his contributions and service to the Future Farmers of America at the 40th anniversary celebration of the organization in Kansas City, Missouri, October 15-18. Johnson, along with other honorees was honored at a dinner during the convention, but a plaque was presented at one of the public sessions. The wording of the plaque is as follows:

THE FUTURE FARMERS
OF AMERICA
HONORS WITH PRIDE
W. T. JOHNSON
FOR INSPIRATIONAL
LEADERSHIP
WISE COUNSEL
AND DEDICATED SERVICE
TO THE NFA
AND CONTINUED
LEADERSHIP
TO THE FFA

A member of the state FFA Executive Committee, Johnson has been identified with agricultural training in North Carolina since 1932.

A native of Rocky Point, N. C., he holds B.S. and M.S. degrees from A & T State University. Johnson taught vocational agriculture in Spring Hope, N. C. from 1932 until 1937, producing five national officers of the New Farmers of America.

He was a farm shop teacher-trainer at A & T State University from 1938 to 1941 and assistant supervisor of vocational agriculture from 1941 to 1948. As a teacher-trainer at West Virginia State College, Johnson organized and directed a program of vocational agriculture for the state.

Upon returning to A & T State University in 1952, Johnson helped launch a program to build a camp for the N. C. Association of New Farmers of America. The camp is now worth more than \$200,000 and accomodates 240 campers per week.

Johnson is a former national treasurer of the New Farmers of America. He is a member of the American Vocational Association, N. C. Teachers Association, State Advisory Board, Agricultural Stabilization and Conservation Service; a Board Member of the Central Orphanage of North Carolina and member of the Board, Greensboro Association for retarded children.

DIVISION DEPARTMENT AND SECTION CHAIRMEN

Please get your complete Convention Program and names of your NCTA and NEA Convention Delegates to us immediately.

an invitation to support

THE HERBERT LEHMAN EDUCATION FUND

A unique program of education to advance equality. The Lehman Fund enables Southern Negro students to attend recently desegregated public colleges and universities in their own states, and provides legal education for both law students and practicing attorneys to prepare them to combat discrimination through the courts.

The Herbert Lehman Education Fund Builds For The Future

The doors of leading publicly-supported colleges and universities in the South are now open to Negroes in theory. For all but a token number they are still closed by the harsh facts of Negro poverty.

Exclusion from the institutions attended by young white people who will play leading roles in professional, business and political life of their communities gravely handicaps a ble young Negroes and threatens the future stability of the region.

Unless young people of both races can share the formative experience of academic and professional training, there is little chance of productive cooperation between the two groups. Lehman Fund scholars, who have received the best public education their states offer will be equipped to participate to the full extent of their capacity in the life of their Southern communities in the critical years ahead.

A Negro boy or girl in the South today has only one-third the

chance of a white young person to attend college.

15% of Negro youth of college age are in college as compared with 44% of white youth.

The Herbert Lehman Education Fund was created in memory of the late Senator Lehman in 1964 by the NAACP Legal Defense and Educational Fund to stimulate a flow of Negro students into newly desegregated state colleges and universities in the South.

Previously, Negroes were not admitted to Southern tax-supported colleges and universities traditionally reserved for white students. Higher public education is still today provided for Negroes in the South in segregated state colleges. The great majority of Southern Negro collegians are enrolled in such "Negro" institutions whose physical and educational facilities are grossly inferior to those of the principal state universities.

Since 1963, the legal possibility has existed for Negroes to study with white students in every state. But economic barriers have limited Negro attendance at "white" institutions to token numbers, especially in the Deep South.

When the Lehman Fund was launched in early 1964, there were only three Negroes in Alabama's white state universities, six in South Carolina's.

Five years ago there were still Southern states where Negro students were barred from admission to publicly-supported colleges and universities maintained for white students exclusively!

Legal barriers that kept Negroes out had to be battered down one-by-one in 16 states through legal action taken by lawyers of the NAACP Legal Defense and Edu-

cational Fund (Arkansas alone among Southern States opened its university without a law suit).

Finally in 1963, South Carolina and Alabama became the last to relinquish their barriers. The University of Mississippi admitted its first Negro in 1962, the University of Georgia in 1961, the University of Florida in 1958, all as a result of suits brought by the Legal Defense Fund.

The Legal Defense Fund is determined that the rights to equality in higher education won during more than 20 years of court battles should be enjoyed in practice and that Negro young people should at last have an equal chance to get the best public education available in the states where they live.

YOUR HELP IS NEEDED

A contribution in any amount will help a Negro in the South to a higher education.

A gift of \$800, plus personal funds, will ensure a year's study for one student.

A gift of \$3,200, plus other assistance, will assure a student four years' study at a desegregated southern college or university.

General contributions to the educational work of the Legal Defense Fund will aid the \$86,000 yearly budget of the Civil Rights Law Institutes.

Please send all contributions to

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THE NAACP LEGAL
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The NCTA Credit Union Board of Directors, on September 9, 1967 adopted two (2) significant resolutions:

A. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

B. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

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School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____

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Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____

(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, and amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

SECURITY COLLATERAL TYPE LOANS ONLY SUPPLEMENTARY APPLICATION FOR LOANS

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Contract _____, (2) _____ special plan (3) _____ regular loan.

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Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

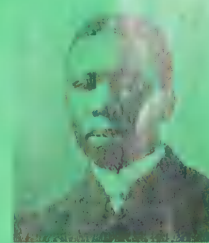
During 1967, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.

AT Teacher Record

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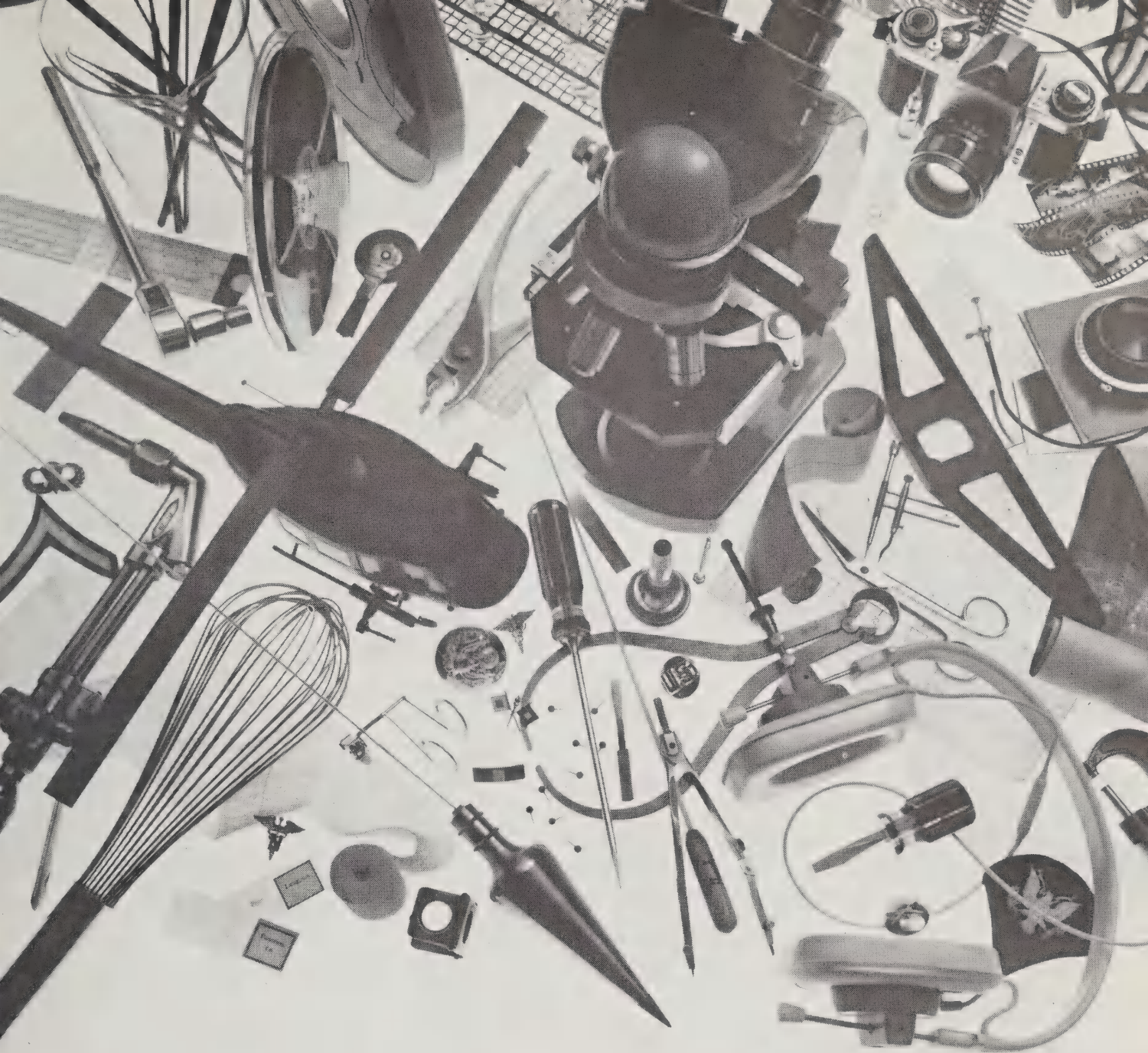
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FINANCIAL STATEMENT

Mechanics & Farmers Bank

December 31, 1968

RESOURCES:

Cash in vault and due from banks	2,525,929.85	
U. S. Government Bonds	3,988,380.38	
N. C. State and Municipal Bonds	<u>1,170,457.04</u>	\$ 7,684,767.27
Other Securities		3,811,990.83
Loans and Discounts		8,657,117.55
Banking Houses and Furniture and Fixtures		450,113.64
Other Assets		158,797.23
TOTAL RESOURCES		<u><u>\$20,762,786.52</u></u>

LIABILITIES:

Deposits		\$19,091,730.97
Reserve for Bad Debts		138,436.53
Reserve for Losses		31,500.00
Other Liabilities		221,880.05
Common Stock	\$ 502,690.00	
Surplus	510,000.00	
Undivided Profits	66,548.97	
Capital Notes	<u>200,000.00</u>	
		1,279,238.97
TOTAL CAPITAL AND LIABILITIES		<u><u>\$20,762,786.52</u></u>

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* * *

ABOUT THE COVER

This month's cover is dedicated to Negroes in American Wars and History who through their gallant efforts have helped shape the destiny of mankind in this country and abroad.

More about the cover can be found on page 43.

* * *

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* * *

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North Carolina

Teachers Record Convention Issue

Official Publication of the North Carolina
Teachers Association
Membership Over 10,500

VOLUME XXXIX

MARCH, 1969

NUMBER 2

CONTENTS

	Page
General Calendar	5
NCTA Business Sessions	6
Classroom Teachers Banquet Program	7
Departments and Sections Meetings	8
Room Assignments	10
Candidates for NCACT Office	12
Constitution of the NCTA	15
Letters To The Editor	20
Five-State Conference	22
Hyde County	27
Monkey on the Back of Educators	31
The Principal and the Non-Certified Staff	37
NAACP Sues	39
NEA's Financial Outlook	40
The Integrity of Nixon	42
Report of Necrology Committee	44

OUR ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Army Opportunities	1
Mechanics & Farmers Bank	2
Field Enterprises	11
Planner Trainees	14
Winston-Salem State College	19
University of Colorado	27
Benefic Press	29
Wachovia	32
T & T Associates	36
Harcourt, Brace & World, Inc.	38
Wrigley's Spearmint	39
NCTA Credit Union	Inside Back Cover

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REMINDERS

March 27-28, 1969 — NCTA 88th Annual Convention — Raleigh, N. C.

April — Mini Pow Wow Clinic

May 17, 1969 — Hammocks Beach Pilgrimage — Swansboro, N. C.

June 29 - July 4, 1969 — NEA National Convention — Philadelphia, Pa.

August 8-9, 1969 — NCTA-NEA Annual Leadership Conference, Hammocks Beach, Swansboro, North Carolina

Theme: A Time For Educational Statesmanship

Eighty - Eighth Annual Convention

of the

North Carolina Teachers Association

GENERAL CALENDAR

THURSDAY, MARCH 27, 1969

9:45 A.M.	Exhibits Open, Raleigh and Carolina Rooms Raleigh Memorial Auditorium
10:00 A.M.	Registration, Concession Stand — Lower Level Raleigh Memorial Auditorium
11:30 A.M.-1:30 P.M.	Open Hearing, Raleigh Memorial Auditorium Arena Area, Mr. J. H. Wooten, presiding
1:35-2:35 P.M.	Lunch — Department of Supervisors Raleigh Memorial Auditorium
2:45-5:00 P.M.	First Business Session Mrs. Ruth B. Jones, presiding
5:00-6:00 P.M.	District Caucus
6:00-7:00 P.M.	Dinner Hour
7:05-8:05 P.M.	Concert
8:15 P.M.	First General Assembly (Keynoter)

FRIDAY, MARCH 28, 1969

8:00-9:00 A. M.	Registration
8:45-10:45 A.M.	Divisional Meetings (General Discussion and Business)
10:50 A.M.-12:50 P.M.	Second Business Session Mrs. Ruth B. Jones, presiding
12:55-1:35 P.M.	Lunch
1:40-3:35 P.M.	Divisional Meetings
3:40-5:00 P.M.	Department and Sectional Meetings
5:30-7:00 P.M.	NCACT Banquet, Virginia Dare Ballroom Sheraton-Sir Walter Hotel
7:15-8:15 P.M.	Swing School
8:25-9:30 P.M.	Second General Assembly (Keynoter)
9:40-10:40 P.M.	Presidential Reception, Southern Room Raleigh Memorial Auditorium
10:50 P.M.-1:30 A.M.	Social, Virginia Dare Ballroom Sheraton-Sir Walter Hotel

NCTA's 88th Annual Convention

OPEN HEARING — NCTA BUSINESS

Thursday, March 27, 1969 — 11:30- A.M.-1:30 P.M.

Raleigh Memorial Auditorium, Arena Area

Presiding: Mr. J. H. Wooten, Vice-President, NCTA

Greetings and Remarks

Mrs. Ruth B. Jones, President, NCTA

E. B. Palmer, Executive Secretary, NCTA

Items for Discussion

1. UFE Legislative Program
2. Budget
3. Resolutions
4. Merger
5. Others

Announcements

Adjournment

FIRST BUSINESS SESSION

Thursday, March 27, 1969 — 2:45-5:00 P.M.

Raleigh Memorial Auditorium

Presiding: Mrs. Ruth B. Jones, President, NCTA

Attorney Curtiss Todd, Parliamentarian

Organ Prelude: Mr. John H. Gattis, Convention Organist

National Anthem

Pledge of Allegiance

Necrology Reverend John Taylor

Chairman of The Necrology Committee, NCTA

Introductory Remarks Mrs. Ruth B. Jones

President, NCTA

Presentation of The State Superintendent

of Public Instruction Mr. O. N. Freeman

Charlotte, N. C.

Special Remarks Dr. A. Craig Phillips

N. C. State Superintendent of Public Instruction

Proceedings of the previous Convention

Mrs. Edythe R. Tweedy, Recording Secretary, NCTA

Business

1. Reports
 - A. Rules Committee
 - B. Credentials
 - C. Treasurers
 - D. Board of Directors
 - E. Budget and Finance
 - F. Legislative and UFE
 - G. Constitution and By-Laws
 - H. Teacher Education and Professional Standards
 - I. Building Committee
 - J. Professional Rights and Responsibilities
 - K. Delegate Orientation
 - L. Credit Union
 - M. Hammocks Beach
 - N. Resolutions
 - O. Other

Announcements

Adjournment

FIRST GENERAL ASSEMBLY

Thursday, March 27, 1969 — 7:05-8:05 P.M.

Raleigh Memorial Auditorium, Arena Area

Concert Elizabeth City State College Choir

Evelyn A. Johnson, Director

8:15 P.M. — Assembly

Presiding: Mrs. Ruth B. Jones, President, NCTA

Invocation

Pledge of Allegiance

Music

Greetings and Remarks The Honorable Henry Frye

Representative from the 18th District

Greensboro, North Carolina

Honoring of Retired Teachers

Introduction of Speaker Mrs. Leila Laws

Teacher, Baskerville School

Rocky Mount, N. C.

Address Reverend Dr. Wyatt T. Walker

Pastor of Cana Baptist Church, New York

and Assistant to the Governor of New York

Response Miss Mary Venable

President, Association of Classroom Teachers, NCTA

Introduction of Platform Guests

Mr. J. H. Lucas, NEA Director

Announcements

Adjournment

SECOND BUSINESS SESSION

Friday, March 28, 1969 — 10:50 A.M.-12:50 P.M.

Raleigh Memorial Auditorium, Arena Area

Presiding: Mrs. Ruth B. Jones, President, NCTA

Attorney Curtiss Todd, Parliamentarian

Organ Prelude Mr. John H. Gattis, Convention Organist

Invocation

Business

1. Reports—Continued
 - A. Resolutions
 - B. Liaison (Merger)
 - C. Other

Announcements

Adjournment

SECOND GENERAL ASSEMBLY

Friday, March 28, 1969 — 7:15-8:15 P.M.

Raleigh Memorial Auditorium, Arena Area

LIVE PRODUCTION

Mr. G's. "SWING SCHOOL" from Hillside High School, Durham, N. C. Mr. John H. Gattis, Originator and Director

8:25-9:30 P.M.—Assembly

Presiding: Mrs. Ruth B. Jones, President, NCTA

Invocation Reverend J. H. Fleming

Dean of Admissions, Shaw University

Raleigh, North Carolina

National Anthem

Music

Introduction of Speaker Mrs. Mae Sue Henry

President-Elect of the

Association of Classroom Teachers, NCTA

Address Mr. Hurbert Hill

Secretary Labor Relations

NAACP, New York

Remarks Mr. Samuel B. Ethridge

Assistant Executive Secretary and Director

of The Human Relations Center

National Education Association

Washington, D. C.

Response Mrs. Velma Roland

Member of the Professional Rights and

Responsibilities Commission, NCTA

Washington, D. C.

Announcements

Adjournment

9:40-10:40 P.M.—President's Reception ... Southern Room

Raleigh Memorial Auditorium

10:50-1:30—Social Sheraton-Sir Walter Hotel

Virginia Dare Ballroom, Bill Walton's Combo

Classroom Teachers Banquet Program



FATHER JAMES EDWARD WOODRUFF

Banquet Speaker

The Rev. James E. Woodruff was born in Trinidad, West Indies, 32 years ago and came to this country at the age of two. After attending public schools in Buffalo, New York, he attended Buffalo State Teachers College and graduated with a B. S. degree in May, 1957.

He attended Seabury-Western Theological Seminary in Evanston, Illinois and graduated May, 1960 with a B. D. degree and was ordained deacon at St. Paul's Cathedral, Buffalo, New York, June 24, 1960 and Priest in January, 1961. After working as Curate at St. Thomas Church in Chicago for one year, he served as Episcopal Chaplain for six year at Fisk and Tennessee State Universities and Meharry Medical College, Nashville, Tennessee.

Father Woodruff did graduate work at Vanderbilt University, Nashville, Tennessee in the area of Pastoral Counseling. He came to Philadelphia, October, 1967 to work as Urban Missioner for the Diocese of Pennsylvania. His work has always been in the area of urban problems. He is a regular reviewer for **Negro Digest**, a Black monthly and has contributed a chapter to Malcolm Boyd's *The Underground Church*, called "Black Power vis-avis The Kingdom of God." He has served as a consultant to the Philadelphia Board of Education in the area of Afro-American History.

CLASSROOM TEACHERS BANQUET

88th Annual Convention

304 Tickets Available

The Annual NCACT Banquet will be held in the Virginia Dare Ballroom — Sheraton-Sir Walter Hotel, Raleigh, North Carolina, March 28, 1969 at 5:30 P.M.

Tickets for the banquet will be distributed in each district. Please contact your District NCACT Director early if you wish to attend the banquet. This year promises to be the best ever. You cannot afford to miss.

The speaker for the evening will be Dr. James Woodruff, Urban Missioner, Episcopal Diocese of Philadelphia, Pennsylvania.

District Directors' names and addresses are listed below:
Southwestern: Mrs. Maxine McLinnahan, Asst. Director
2724 Kendall Drive
Charlotte, N. C. 28208

Western: Mrs. Clara Corry
Route 9, Box 562
Salisbury, N. C. 28144

Piedmont: Mr. Oscar Hinnant, Jr.
805 Bellaire Street
Greensboro, N. C. 27406

E. Piedmont: Mrs. Rubie T. Carter
421 Bullock Street
Oxford, N. C. 27565

Coastal Plain: Mrs. Lillian Willingham
31 Kerr Street
Jacksonville, N. C. 28540

North Central: Mrs. Vivian Diggs
921 E. St. James St. Ext.
Tarboro, N. C. 27886

Southeastern: Mrs. Annie N. Gerald
Post Office Box 1169
Lumberton, N. C. 28358

Northeastern: Mr. William J. Morris
123 South Elm Street
Williamston, N. C. 27892

ASSOCIATION OF CLASSROOM TEACHERS, NCTA BANQUET PROGRAM

Friday, March 28, 1969 — 5:30 P.M.

Virginia Dare Ballroom — Sheraton-Sir Walter Hotel
Raleigh, North Carolina

Presiding: Mrs. Mae Sue Henry, President-Elect, NCACT
Invocation

Welcome Remarks

Introductions

Introduction of Speaker

Address Dr. James Woodruff, Urban Missioner
Episcopal Diocese of Pennsylvania

Remarks Mrs. Ruth B. Jones
President, NCTA
Mr. Elliott B. Palmer
Executive Secretary, NCTA

Announcements and Remarks Mrs. Edna C. Richards
Executive Secretary, NCACT

Departments and Sections Meetings

ASSOCIATION OF CLASSROOM TEACHERS

Friday, March 28, 1969 — 1:40-3:35 P.M.

Raleigh Memorial Auditorium

Miss Mary E. Venable, president, presiding

Opening — The Pledge of Allegiance

The Psalm of the Good Teacher

Presentation of Platform Guests

BUSINESS SESSION

Adoption of Rules of Order

President's Report

Presentation of Candidates

Remarks — Mrs. Edna C. Richards

REPORTS:

Resolutions

Local Projects

Terry Sanford Award

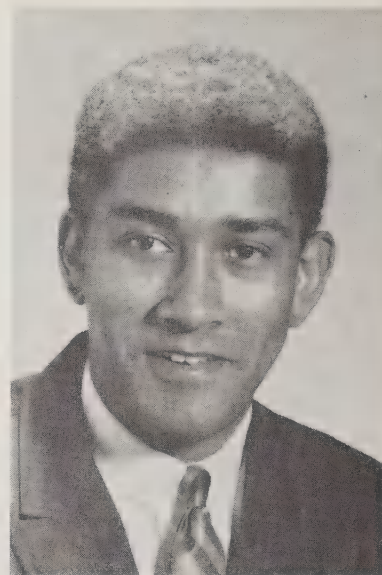
Hammocks Beach Crash Program

Voting

New Business

Announcements: Classroom Teachers Banquet will be held in the Virginia Dare Ballroom, Sheraton-Sir Walter Hotel, Raleigh, North Carolina, Friday, March 28, 1969 at 5:30 P.M. — Doors will open at 5:15 P.M.

Host: Raleigh City Association of Classroom Teachers



Mr. Theodore R. Drain

DEPARTMENT OF EXCEPTIONAL CHILDREN

Friday, March 28, 1969 — 3:40-5:00 P.M.

J. W. Ligon Senior High School — Room 131

Chairman: Mrs. Clara W. Corry

Theme: *"Trends in Special Education in North Carolina"*

Speaker: Mr. Theodore R. Drain, Associate State Supervisor, Special Education, State Department, Raleigh, North Carolina

Announcements

Adjournment



Dr. Robert Jones

DEPARTMENT OF MATHEMATICS

Friday, March 28, 1969 — 3:40-5:00 P.M.

J. W. Ligon Senior High School — Rooms 104-102

Presiding: Mrs. Josie M. Thompson, Chairman

Speaker-Consultant Dr. Robert Jones

Supervisor of Mathematics

North Carolina Department of Public Instruction

Raleigh, North Carolina

Topic: *"The Progress of Modern Mathematics in the Schools of North Carolina"*

Question and Answer Period

Business Session

Note: All District Chairmen of Mathematics Section are asked to attend this meeting and be ready to give a progress report of your organizations.

SECTION OF INDUSTRIAL ARTS

Friday, March 28, 1969 — 3:40-5:00 P.M.

Industrial Arts Department, Room (04)

J. W. Ligon Senior High School

Theme: *The Impact of Industrial Arts in a Changing Society*

Get-Acquainted Period

General Business Session Mr. J. T. Gibson
Acting Chairman

Washington Drive Junior High School
Fayetteville, North Carolina

Election of Officers

Introduction of Speaker Mr. E. S. Douglass
Morrison Training School
Hoffman, North Carolina

Guest Speaker Mr. Ted Guth
State Supervisor of Industrial Arts
Department of Public Instruction
Raleigh, North Carolina

Question-Answer Period

Remarks

Adjournment

DEPARTMENT OF SUPERVISORS
Thursday, March 27, 1969 — 1:35-2:35 P.M.

Memorial Auditorium

Mrs. C. D. Debnam, Chairman

Theme and Topic: *Changing Supervision for Changing Times*

Speaker and Consultant: Mr. George A. Kahdy, Assistant Superintendent, Raleigh City Schools in charge of personnel

DIVISION OF RETIRED TEACHERS
Friday, March 28, 1969 — 3:40-5:00 P.M.

Conference Room II — Student Union Building
Shaw University

Theme: *A Time For Educational Statesmanship*

Chairman: Mrs. E. M. M. Kelly

Co-Chairman: Mrs. L. F. James

PANEL

Mr. C. J. Barber — ESEA Program

Dr. James T. Taylor — Good Neighbor Council

Mrs. Dorothy Allen — Community Action Program

Mrs. Bettye Doak — League of Women Voters

Miss L. M. Latham — "See The World and Have Fun"

SECTION OF JUNIOR HIGH SCHOOL PRINCIPALS
Friday, March 28, 1969 — 3:40-5:00 P.M.

Board Room — Sheraton-Sir Walter Hotel

Mr. Samuel J. Howie, Jr., Chairman, Presiding

Speaker (To Be Announced)

Discussion Period

Business Session

Adjournment

DIVISION OF SCHOOL LIBRARIANS
Friday, March 28, 1969 — 3:30-5:00 P.M.

J. W. Ligon Senior High School — Library

Mrs. Norma M. Royal, Chairman, Presiding

Business Meeting

Program (Speaker To Be Announced)

Theme: *"The Media Specialist"*

Announcements

Adjournment

DEPARTMENT OF BUSINESS EDUCATION
Friday, March 28, 1969 — 3:40-5:00 P.M.

J. W. Ligon Senior High School — Room 127

Chairman: Mrs. A. R. Cruse

Speaker (To Be Announced)

Business Session

Announcements

Adjournment

DEPARTMENT OF GUIDANCE

Friday, March 28, 1969 — 3:40-5:00 P.M.

J. W. Ligon Senior High School — Room 112

Theme: *Problems and Approaches in Guidance and Counseling in a New Era*

Business Session

Panel Discussion

Election of Officers

Announcements

Remarks

DEPARTMENT OF COLLEGE INSTRUCTION
Friday, March 28, 1969 — 3:40-5:00 P.M.

J. W. Ligon Senior High School — Rooms 116-121

Chairman: Dr. Charles Ray, North Carolina College — Durham

Theme: *"Organizing a Black Arts and Literature Program"*

Consultant: Dr. Steven J. Henderson, Chairman

Dept. of English, Morehouse College, Atlanta, Ga.

Business Session

Announcements



Mr. Hubert E. Walters

Business Session — "Music Meets the Merger"
(Panel Discussion)

Topics for Discussion

1. Should we draw proposals for merger?
2. Should we make alternate plans if agreement with our merger plans are not accepted to some degree?
3. Should we continue our organization in spite of merger to better serve Negro youth?

DEPARTMENT OF MUSIC TEACHERS

(Instrumental and Vocal)

Friday, March 28, 1969 — 3:40-5:00 P.M.

J. W. Ligon Senior High School — Room S 1



Mr. Joseph L. Edwards

Mr. Hubert E. Walters, Co-Chairman, NCTA Music Division (Vocal)

Mr. Joseph L. Edwards, Co-Chairman, NCTA Music Division (Instrumental)

Miss Hortense N. Reid, West Charlotte High School, Charlotte

Mr. Marvin Davenport, Johnson C. Smith, University, Charlotte

ROOM ASSIGNMENTS

Thursday, March 27, 1969

1:35- 2:35 P.M.—Department of Supervisors

Memorial Auditorium

Friday, March 28, 1969

8:45-10:45 A.M.—(General Discussions)

Division of Administrators
and Supervisors

(To be announced)

Association of Classroom
Teachers

Arena Area, Memorial
Auditorium

Department of Student

NEA-NCTA

Student Union Ballroom,
Shaw University

1:40- 3:35 P.M.—(Business Meetings
of Divisions)

Division of Classroom
Teachers

Arena Area, Memorial
Auditorium

Division of Higher Educa-
tion

Conference Room I,
Student Union Building,
Shaw University

Division of Retired
Teachers

Conference Room II,
Student Union Building,
Shaw University

3:40- 5:00 P.M.—(Sectional and Departmental
Business Meetings)

Division of Administrators
and Supervisors

Raleigh Room, Sheraton-
Sir Walter Hotel

Elementary School

Principals

Student Union Ballroom,
Shaw University

National Association of

Secondary School

Principals

Student Union Ballroom,
Shaw University

Junior High School

Principals

Board Room, Sheraton-
Sir Walter Hotel

Primary and Grammar
Teachers

Arena Area, Memorial
Auditorium

Department of Principals

North Hill Room,

Memorial Auditorium

3:40- 5:00 P.M.—(Sectional and Departmental
Business Meetings)

English

Room 012, Ligon High

Social Science

Room 130, Ligon High

Music

Room S-1, Ligon High

Foreign Language

Room 125, Ligon High

Art

Room 132, Ligon High

Driver Education

Room 109, Ligon High

Vocational Agriculture

Conference Room I,

Student Union Building,
Shaw University

Industrial Arts

Ind. Arts Shop (04),

Ligon High

Exceptional Children

Room 131, Ligon High

Educational Secretaries

Room 114, Ligon High

Secondary Education

Teachers

Auditorium, Ligon High

Science and Math

Rooms, 104 and 102,

Ligon High

Home Economics

Conference Room II,

Student Union Building,
Shaw University

Librarians

Library, Ligon High

Health & Physical

Education

Gym, Ligon High

Teacher Aides

Room 128, Ligon High

Guidance

Room 112, Ligon High

Business Education

Rooms 121 and 116,

Ligon High

College Instruction

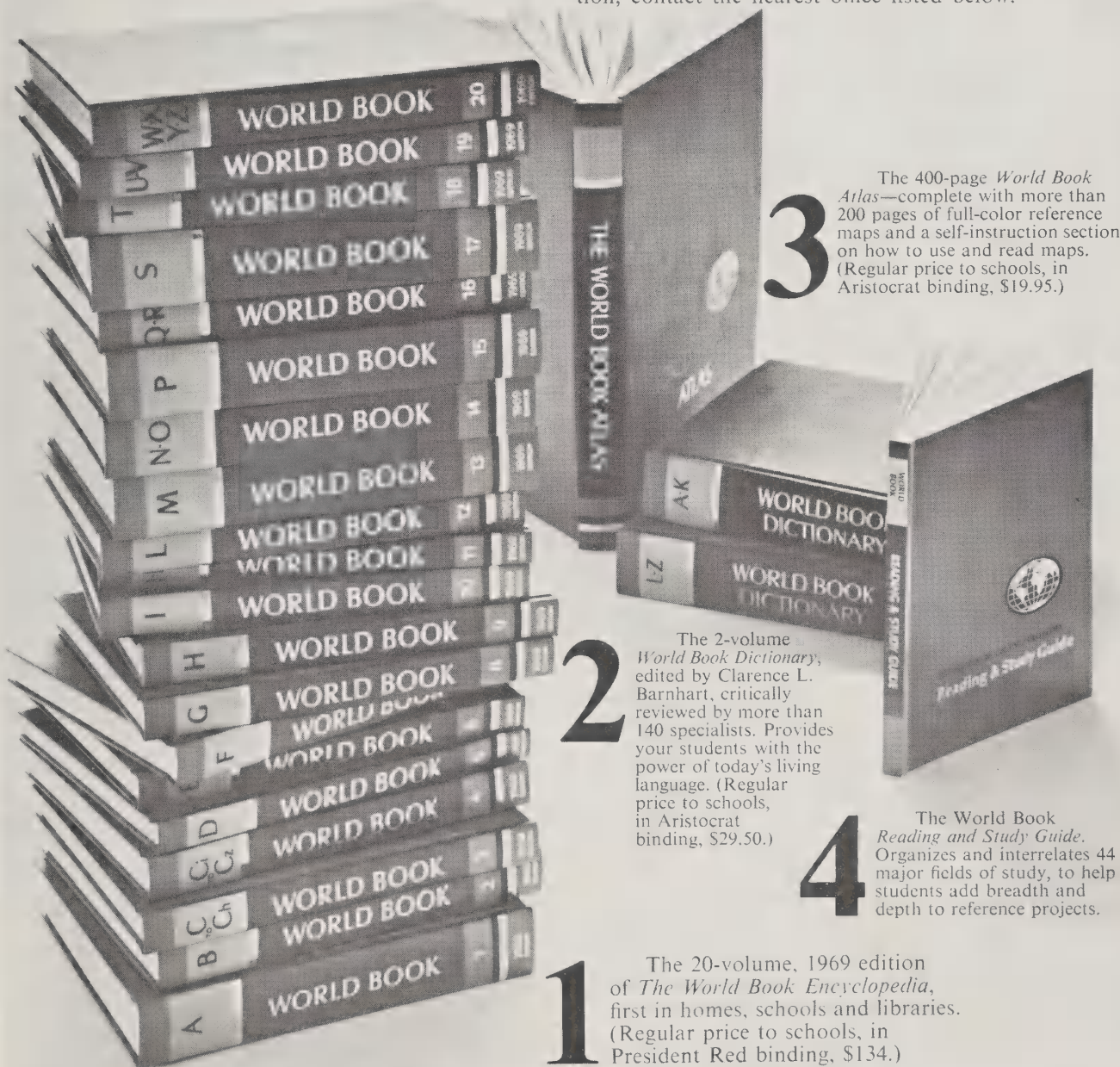
Room 127, Ligon High

\$145 buys all four.* (But only 'til June 30.)

Here, at a great saving even over the usual special prices to schools and libraries, are the basic references every classroom needs. These four basic resources are all edited to World Book's high professional standards. As a group, they are the strongest support you can give a teacher—making every classroom "home base" for independent learning.

This limited offer, the *World Book Classroom Reference Program*, includes the four resources, shown here, all in a special new green binding. The special price offer is for the complete group of four only.

This offer is good March 1 through June 30, 1969. Reservations may be made for redemption as late as September 30, 1969. For further information, contact the nearest office listed below.



3 The 400-page *World Book Atlas*—complete with more than 200 pages of full-color reference maps and a self-instruction section on how to use and read maps. (Regular price to schools, in Aristocrat binding, \$19.95.)

2 The 2-volume *World Book Dictionary*, edited by Clarence L. Barnhart, critically reviewed by more than 140 specialists. Provides your students with the power of today's living language. (Regular price to schools, in Aristocrat binding, \$29.50.)

4 The *World Book Reading and Study Guide*. Organizes and interrelates 44 major fields of study, to help students add breadth and depth to reference projects.

1 The 20-volume, 1969 edition of *The World Book Encyclopedia*, first in homes, schools and libraries. (Regular price to schools, in President Red binding, \$134.)

*Plus transportation and handling—\$5.40

Theodore W. Bye
Field Enterprises
Educational Corporation
4208 Six Forks Road
North Hills Office Mall
Raleigh, N.C. 27609

George C. Bye
Field Enterprises
Educational Corporation
6230 Fairview Road
Charlotte, N.C. 28210

Candidates For 1969 —



**MRS. ANNIE NAOMI GERALD
FOR PRESIDENT-ELECT**

North Carolina Association of Classroom Teachers

The Fairmont-Lumberton-Red Springs Association of Classroom Teachers proudly presents Annie N. Gerald as a candidate for president-elect for the North Carolina Association of Classroom Teachers.

Mrs. Gerald is a sixth grade teacher at the South Lumberton School, Lumberton, North Carolina. She is a graduate of Winston-Salem State College, and received her graduate degree from A. & T. State University. She has done further study at Colgate University, and East Carolina University.

Her professional affiliations include membership in the NEA-NCTA, NCACT, Lumberton City Unit NCTA, Fairmont-Lumberton-Red Springs NEA, and Fairmont-Lumberton-Red Springs ACT.

She is a past president of her local Classroom Teachers Association and has served in many capacities on the local, state and national levels.

She is presently District Director of Southeastern District of NCTA—North Carolina Association of Classroom Teachers.

Since 1957, Mrs. Gerald has attended all NCTA Conventions, 5 NEA Conventions, 6 Southeast Regional Conferences, and the National Classroom Teachers Conference at the University of Connecticut during the summer of 1965. For many years she has attended and participated in state conferences, workshops and leadership meetings.

Mrs. Gerald is a member of Sandy Grove Baptist Church, where she serves as Superintendent of the Junior Department of the Sunday School, pianist for the Men's Ensemble, and various organizations affiliated with the Church.

In private life, she is the wife of Mr. T. L. Gerald, salesman, with office location in Columbia, South Carolina.



**MRS. LOTTIE MAE WHITTINGTON
FOR VICE-PRESIDENT**

North Carolina Association of Classroom Teachers

Lottie Mae Whittington is a teacher at the Monroe Street Elementary School, Salisbury, North Carolina. She received her education at the Salisbury City School, Livingstone College; and was awarded the B. S. degree at Winston-Salem State College. She has done further study at the University of Cincinnati, Cincinnati, Ohio; State College, Glassboro, New Jersey; Ball State College, Muncie, Indiana; Western Washington State College, Bellingham, Washington; University of Connecticut, Storrs, Connecticut; Appalachian State College, Boone, North Carolina. Mrs. Whittington has also made a study tour of Haiti, Dominican Republic, Jamaica and San Juan, Puerto Rico.

She has served as Secretary, Classroom Teachers Association, Salisbury Unit; President, Classroom Teachers, Salisbury Unit; District Director, Classroom Teachers Association, Western District. Also as Chairman, Elections Committee, Resolutions Committee, ACT, and member of Resolutions Committee ACT.

In addition to holding membership in the North Carolina Teachers Association, the North Caro-

(Continued on Page 13)

NCACT Office 1970



**MRS. BEATRICE M. WHITAKER
FOR SECRETARY**

North Carolina Association of Classroom Teachers

Beatrice M. Whitaker was born and reared in Johnston County. She received her high school education at the Richard B. Harrison High School, Selma, North Carolina. She is a graduate of Winston-Salem State College and has done further studies at North Carolina College at Durham, North Carolina and the University of North Carolina, Chapel Hill, North Carolina.

Mrs. Whitaker worked at the Spaulding High School, Spring Hope, North Carolina in Nash County for five (5) years. At present, she is the Special Education Teacher at Central School, Goldsboro, North Carolina.

She holds membership on the National Association of College Women, Goldsboro Branch and is Corresponding Secretary. She is the Assistant Corresponding Secretary of the Goldsboro Alumnae Chapter of Delta Sigma Theta Sorority, Inc.

She is a member of the Wayne County Teachers Association, a member of the NEA, and is a member of the Wayne County Unit of Classroom Teachers, in which she is the secretary.

She is secretary of the PTA at Central School, Goldsboro, North Carolina.

She is a member of the First Baptist Church, Selma, North Carolina.

for MARCH, NINETEEN SIXTY-NINE



**MRS. FRANCES M. CUMMINGS
FOR SECRETARY**

North Carolina Association of Classroom Teachers

Frances M. Cummings is a native of Lumberton. She attended the Hilly Branch High School of Robeson County from which she graduated in 1957. Following high school, Mrs. Cummings attended Livingstone College of Salisbury where she earned the B. S. Degree with a major in Business Education.

Since graduation from Livingstone College in 1961, she has taught in the public schools of Robeson County. Her teaching appointments include four years at the Southside High School of Rowland and one year at the South Lumber Junior-Senior High School of Lumberton.

Presently she is teaching at the Lumberton High School to which she was transferred.

Mrs. Cummings has done graduate study at East Carolina College of Greenville and North Carolina College at Durham. She is very active in the Hilly Branch Baptist Church and has participated in the affairs of her church on the state and national levels. She also holds membership in the NCTA, the NEA, and the NCEA Department of Business Education.

A member of the Alpha Kappa Alpha Sorority, Mrs. Cummings is married to J. F. Cummings who is also employed by Lumberton City Schools. They reside in Lumberton.

Mrs. Lottie Mae Whittington

(Continued from Page 12)

lina Association of Classroom Teachers, and the American Teachers Association, she is a life member of the National Education Association.

As an ardent church worker she is a member of Moore's Chapel, A.M.E. Zion Church; President, Missionary Society, Sunday School Superintendent and teacher, and secretary of the Senior Choir.



MRS. MARTHA HAWKINS JOHNSON
FOR ASSISTANT SECRETARY

North Carolina Association of Classroom Teachers

The Durham City Unit of the ACT-NCTA proudly presents Martha Hawkins Johnson as its candidate for Assistant Secretary of the Association of Classroom Teachers of the North Carolina Teachers Association.

A native of Greensboro, she was graduated from Dudley High School, and Bennett College. She received her graduate degree from North Carolina College, and has done further study at North Carolina College; New York University; the University of Connecticut, and the University of South Florida.

She has been active in her school, and her community. In her profession, she has been active on local, state and national levels. Currently, she is an eighth grade teacher of English and Social

Studies at the Whitted Junior High School, and also serves as school treasurer. During the evaluation program at Whitted Junior High School for the purpose of accreditation by the Southern Association of Colleges and Schools, she was chairman of the steering committee. She has also served as secretary of the school's PTA.

In the community, she was charter member of the Beta Zeta Chapter of the National Sorority of Phi Delta Kappa, and held the position as its first grammateus. At the present she is first anti-basileus of the organization. Other organizations she has served are the Durham Chapter of the National Association of College Women, of which she was secretary, and the Durham Chapter of the National Barrister's Wives, Inc., of which she is secretary.

In private life, she is Mrs. Milton E. Johnson, whose husband is a local attorney and Professor of Law at North Carolina College. Her parents are the late Dr. and Mrs. J. R. Hawkins of Greensboro.

FIELD REPRESENTATIVE NEEDED

Since Mr. F. D. McNeill has left the staff of the North Carolina Teachers Association, a vacancy has occurred. We are looking for a person to fill this vacancy who has some knowledge of Association programs. While a Masters Degree or above is desirable, an AB or BS will be considered. The starting salary for this position can be as high as Ten Thousand Dollars (\$10,000.00) per year. Interested persons should contact E. B. Palmer, Executive Secretary of the NCTA, 125 E. Hargett Street, Raleigh, N. C. or phone Area Code 919—832-3959.

Planner Trainees Wanted

The North Carolina Department of Conservation and Development needs five North Carolinians with Bachelor's degrees in a field which contributes to an understanding of urban problems, such as political science, geography, sociology, economics, etc. Those employed will be given a six-month training program in Raleigh in urban planning methods and techniques. Upon completion of training they will have a choice of working in either Washington, Raleigh, or Salisbury, North Carolina, and will assist North Carolina communities in the preparation and implementation of plans and ordinances to guide their future growth.

Salary during the training period will be \$6,708, with rapid advancement thereafter. Preference given to male applicants who have work experience and have no military obligation.

The training program will begin July 1, 1969. For further information contact:

Mr. Emil S. Brecking, Director of Training and Research
Division of Community Planning
North Carolina Department of Conservation and Development
P. O. Box 2719, Raleigh, North Carolina 27602

CONSTITUTION

of the

North Carolina Teachers Association

Article I — Name

The name of this organization shall be the North Carolina Teachers Association.

Article II — Purpose

The purpose of this Association shall be:

- (a) To encourage the attainment of the highest professional and educational standards of its members and for the people of North Carolina.
- (b) To foster sentiment favorable to the growth, development, and improvement of education in North Carolina and to seek to establish the North Carolina Teachers Association as an integral part of the recognized educational forces of North Carolina.
- (c) To cooperate with other educational, professional and civic organizations and agencies whose objectives and purposes are similar to the objectives and purposes of this Association.
- (d) To promote and protect the welfare of its members as it relates to professional and economic security, public relationships, and healthful living.

Article III — General Officers

SECTION 1. The General Officers of the Association shall be the president of the Association, the vice president, the recording secretary, the treasurer, and the executive secretary. The officers shall be installed as officers-elect at the time of the meeting in which they are elected, but they shall not assume active responsibility in office until the next ensuing fiscal year, and their terms shall be co-terminous with the fiscal year except as otherwise herein provided. The annual convention of the Association may authorize such non-constitutional officers and committees as the annual convention may find to be necessary or desirable from time to time.

SECTION 2. The duties of the officers shall be the usual duties of the respective officers and such other duties as the Association may prescribe.

SECTION 3. The treasurer of the Association and any others who may be responsible for handling the funds of the Association shall be adequately bonded.

SECTION 4. The president of the Association shall be elected for a term of two years and shall not succeed himself. The vice president shall be elected for a term of two years.

In case the office of president is made vacant before the regular and full expiration of time of the elected president, the vice president shall serve as the acting president until the next annual convention. In case of a vacancy in the office of president and vice president, the executive secretary shall call a meeting of the Board of Directors, hereinafter provided for, and the Board of Directors shall select some one from its own membership to act as president until the next annual meeting of the Association at which time a regular election shall be concluded.

SECTION 5. The recording secretary shall be elected for a term of two years and may succeed himself for as many terms as the Association may see fit to re-elect him.

SECTION 6. The treasurer shall be elected for a term of two years and may succeed himself for as many term as the Association may see fit to re-elect him.

Article IV — Board of Directors

SECTION 1. There shall be a Board of Directors composed of the following: the president of the Association, the vice president, the recording secretary, the treasurer, the president of each of the district associations, any NEA Director for North Carolina who holds membership in the Association, the president of the North Carolina Association of Classroom Teachers, and one member elected by each district. Each of the members elected by the district shall serve for a term of three years. Staggered terms shall be set up by the Board of Directors. The term of membership on the Board of Directors for the president and vice president shall be as described in Article III, Section 4, except that each president shall remain a member of the Board of Directors for two consecutive years immediately following the expiration of his term as president of the Association.

A member elected from the district may be re-elected to membership on the Board of Directors for as many terms as the district may see fit to re-elect him.¹

¹ As amended by 83rd Annual Convention.

SECTION 2. The President of the Association shall be the chairman of the Board of Directors. The Board of Directors shall have entire charge of the affairs of the Association during the recess between Annual Conventions subject to limitations in Section 6 of this Article and shall determine general plans for each succeeding Annual Convention. The Board of Directors shall hold at least one meeting during the recess between conventions. The expenses of meetings of the Board of Directors shall be paid by the Association. The Board of Directors shall have no power to nullify or alter any decisions of the Association in Convention Assembled.²

SECTION 3. The Executive Secretary shall be appointed by the Board of Directors and his term of office shall be determined by the Board of Directors. The Board of Directors shall supervise and direct the work of the Executive Secretary.³

SECTION 4. The Board of Directors shall employ a certified public accountant to audit the books and financial records of the Executive Secretary and Treasurer at least once a year. The report of the audit must be published in the official organ of the Association.

SECTION 5. The Board of Directors shall submit to the Association a budget for the fiscal year following each annual convention. The budget submitted shall indicate the estimated income and expenses for the incoming year. No money shall be appropriated from the treasury until the same has been considered by the Board of Directors and their report of the same presented to and approved by the Association.

SECTION 6. The Board of Directors shall have no power to acquire or dispose of real estate for the Association except upon special authorization by written resolution of the Annual Convention in which case the Board of Directors shall be limited strictly to the terms of such written resolution.

SECTION 7. The Board of Directors shall have the power to change the fiscal year.⁴

SECTION 8. The Board of Directors shall cause to be published in the TEACHERS RECORD (The official publication of the Association) in the same issue which carries the minutes and proceedings of the Annual Convention, a record of all motions made and actions taken (whether affirmative or negative) in each meeting that was held by the Board during the Convention year. The said record need not necessarily carry detailed accounts of discussions, debates or the

exchange or remarks incident to the actions taken, but said record shall indicate clearly and definitely the actions taken (including so-called common consent actions, in all official meetings held by the Board during the Convention year.⁵

SECTION 9. The Board of Directors shall at no time delegate or surrender to any individual, group of individuals, or committees any of the duties or responsibilities that are expressly ascribed by this Constitution to be discharged by the Board of Directors itself.⁶

Article V — Membership⁷

SECTION 1. Any person who meets the North Carolina Teachers Certification requirements, who is actively engaged in professional work of an educational nature, who subscribes to the purposes and objectives of the Association, and who accepts the obligations of membership pertaining thereto, is eligible for membership in the Association.

SECTION 2. The membership of the Association shall consist of Active, Associate, Retired, and Student Members.

SECTION 3. Any person who is actively engaged in professional work and meets the qualification set forth in Section 1 may become an Active Member of the Association.

SECTION 4. Any person interested in advancing the cause of education but who is not eligible for Active Membership may become an Associate Member, but shall not have the right to vote or hold elective or appointive office. Annual dues of Associate Members shall be the same as that of Active Members.

SECTION 5. Any member who has been an active member of the Association immediately prior to retirement may become a Retired Member. Annual dues of Retired Members shall be \$2.00. A Retired Member shall have all rights and privileges of an Active Member, except the right to hold elective office in the Association or its district organizations.

SECTION 6. Any student enrolled in a teacher-education program in a college or university may become a Student Member of the Association by joining a chapter of the Student National Education Association. Annual dues of Student Members shall be \$1.00. A Student Member shall have all the rights and privileges of Associate Members.

⁵ As amended by 80th and 83rd Annual Conventions.

⁶ As amended by 80th and 83rd Annual Conventions.

⁷ Sections 1-6, as amended by 83rd Annual Convention.

Section 7, as amended by 73rd Annual Convention.

² *Ibid.*

³ *Ibid.*

⁴ *Ibid.*

SECTION 7. A local unit of the North Carolina Teachers Association may be organized in any county or city administrative unit of the public schools of North Carolina, provided that two or more administrative units of less than fifty-one potential members may organize a combined local unit. Not more than one local unit may be organized in any one administrative unit of the public schools of North Carolina unless special permission is granted by the Board of Directors for such temporary organization as may be deemed necessary because of recognized local hardships. A local unit may also be organized in any boarding school or college — public or private — in North Carolina. Not more than one local unit may be organized in any one boarding school or college.

Article VI — Voting

SECTION 1. Voting in the business sessions of the Association shall be by delegate assembly, except that all general officers, members of the Board of Directors and former presidents of the Association shall have the right to vote in all business sessions. All members of the Association shall have the privilege of voting for elective officers of the Association either at the Annual Convention or in the local units as the Association may prescribe under Section 4 of this Article and shall have the privilege of participation in the business sessions of the Association subject to the rules of the delegate assembly.⁸

SECTION 2. The president shall appoint a committee on credentials. The duty of the Credentials Committee shall be to examine and approve the names of persons sent in from the respective local units as delegates. The Credentials Committee shall exercise authority in approving or disapproving names of persons submitted as delegates, subject to final action by the Association in cases of protest. The Credentials Committee shall base its approval or disapproval on such factors as: whether the person was, at the time of being named, a member of the Association; whether the list was submitted within the time limits prescribed in Article VI, Section 4 below; the validity of the person submitting the list of names; and the number of delegates to which the local unit is entitled.

SECTION 3. A local unit may delegate one or more of its members to represent the unit in the general business sessions of the Association as provided for in Section 4 below. In providing for this representation each unit shall be entitled

to one representative or delegate for each ten or major fraction of ten members belonging to the local unit, provided any administrative unit, private boarding school, or college having fewer than ten members will be privileged to have one delegate. A delegate or representative for a local unit must be in good financial standing as a member of the association before being delegated to represent his local unit.

SECTION 4. In order to exercise the privilege of being represented in the business session of the Association by representative delegates, a local unit must file with the Executive Secretary of the Association a complete roster of its local membership. There also must be filed with the Executive Secretary a statement certifying the names of the person or persons on the roster that the local unit has chosen as its official delegates. Only one person may be chosen as a delegate for each ten or major fraction of ten members on the roster except as herein provided for in Section 3. The membership roster and the statement certifying the names of the chosen delegates must be signed by the president and the secretary of the local unit. The mailing of the roster of members financial with the Association must be made to the Executive Secretary sixty days before the opening date of the Annual Convention. The certified statement of delegates must bear post mark indicating that it was mailed to the Executive Secretary at least seventy-two hours before the opening program of the Annual Convention. The Credentials Committee shall not approve representatives or delegates from a local unit if its list of certified delegates is submitted later than the time herein specified.⁹

Article VII — Membership Dues

The annual membership dues shall be an amount determined by the Association in business session at the Annual Convention. Membership dues may be paid through local unit organizations or may be sent direct to the Executive Secretary.

Article VIII — Time and Place

The time and place of the meetings of the Association in Annual Convention shall be decided upon in one of the business sessions of the Association. In case of an emergency, or in case no decision is settled upon in the business session, then the Board of Directors shall act for the Association in deciding upon the time and place of the next Annual Convention.

⁸ As amended by 70th Annual Convention.

⁹ As amended by 72nd Annual Convention.

Article IX — Elections Committee

SECTION 1. A Committee on Elections shall be established as herein described below. This Committee shall be charged with the responsibility of working out necessary and satisfactory plans for the holding of elections. The plans proposed by the Committee shall be subject to the approval of the Board of Directors. The Committee shall provide that:

(a) Each district during its annual meetings shall nominate one candidate for each elective office in the North Carolina Teachers Association becoming vacant at the end of the convention year. The names of all candidates or persons nominated through district convention for office shall be filed with the Executive Secretary by December 1.¹⁰

(b) The names of all nominees that are to appear on the final ballot be announced and publicized at a time, in a manner, and to the extent considered satisfactory by the Board of Directors.

SECTION 2. The Committee on Elections shall be composed of two persons from and elected by each of the respective districts at the time of their annual district meetings. The president of the Association, with the approval of the Board of Directors, shall also appoint additional persons to the Committee, provided that the number so appointed shall not exceed fifty per cent of the number elected by the district associations.

SECTION 3. The persons elected to serve on the Elections Committee shall serve for a period of one convention year or until their successors are elected.

SECTION 4. The president of the Association shall convene the Committee on Elections for its initial meeting. The Committee shall elect its chairman from its own membership and otherwise organize itself for carrying on its work.

SECTION 5. The Committee on Elections shall prepare a printed or otherwise written ballot for all members of the Association. The polls for voting shall be open from 10:00 A.M. to 6:00 P.M. on the day before the last day of the annual convention, unless voting in the local units is provided. All candidates shall have the privilege of being present and having representatives at the polling place and at the counting of the ballots. The ballot boxes shall be opened for counting of ballots and the ballots shall be counted at the polling place starting at 6:01 P.M. on the day before the last day of the Annual Convention and the Committee on Elections shall report

the results to the Convention at a time on the last day of the Annual Convention to be announced in open meeting on the day before the last day of such Convention.

Article X — Nominating Committee

SECTION 1. A Committee on Nominations shall be established. They shall be elected, appointed, and convened in such manner and consist of the same number as herein above prescribed for the Committee on Elections.

SECTION 2. The Committee on Nominations shall secure a copy of the candidates for office as filed with the Executive Secretary. From this list they shall select by ballot two nominees for each office in which there is a vacancy. In the event that any nominee or nominees become incapacitated or disqualified, for any reason whatsoever, the district executive committee shall have the power and full authority to substitute another person or persons to fill such vacancy, provided that the list of nominees submitted by the district conventions be exhausted before any other procedure is taken.

SECTION 3. The Committee on Nominations shall be charged with the working out of other details of plans incident to the preparation of the ballot to be used in each election. All plans worked out by the Committee on Nominations shall be subject to the approval of the Board of Directors.

Article XI — Professional Organization

The Board of Directors shall provide for organization of the Association into divisions for promotion of professional activities. These divisions may be added to or changed upon the recommendation of the Board of Directors.¹¹

Article XII — District Associations

SECTION 1. As many district associations may be set up as approved by the Board of Directors provided:¹²

- (a) That a new district shall not be created unless it has the affiliation of a minimum of 5 local units from at least 5 different counties and embraces a total membership of more than 600 persons.
- (b) That an existing district shall not continue to exist unless it has a minimum affiliation of at least 5 local units from at least 5 different counties and a total of over 600 persons.

SECTION 2. District Associations may formulate their own constitution and bylaws so long as they do not conflict with the constitution of the State Association. Each district must file a

¹⁰ As amended by 83rd Annual Convention.

¹¹ As amended by 81st Annual Convention.

¹² As amended by 81st Annual Convention.

copy of its constitution and bylaws with the Board of Directors for approval before the district shall be authorized for function as a subdivision of the State Association.

Article XIII — Quorums

Fifty per cent of the officers plus a majority of the registered delegates at the Association's Annual Convention shall constitute a quorum. For meetings of the Board of Directors, at least fifty per cent of the Board members must be present to conduct any official business. At any time when it becomes necessary to submit a matter to the vote of local unit delegates for a decision, then a majority of the registered local units at a given convention must be represented.¹³

Article XIV — Amendments

Proposed amendments to this constitution must be offered in writing to the Executive Secretary at least sixty days before the annual meeting. The Executive Secretary shall mail all such proposed

amendments to each local unit secretary and publish same in the official organ of the Association.

The Board of Directors shall report all such proposed amendments, with their recommendations, to the Association not later than the day before the vote is to be taken. A proposed amendment, when approved by two-thirds of the voting members present, shall become a part of this constitution.¹⁴

Article XV — Parliamentary Procedure

The latest edition of Roberts Rules of Order shall be the guide in any other parliamentary procedure not already specifically outlined in this constitution.

¹³ As amended by 83rd Annual Convention.

¹⁴ As amended by 70th Annual Convention.

(Adopted at the 83rd Annual Convention March 19-21, 1964, Raleigh, North Carolina. Effective 6:00 P.M., March 21, 1964.)

We believe students deserve the chance to do more than just meet minimum class requirements. And we believe that if they are given that chance they will take it.

That is one reason why in January we opened a self-enrichment and motivation center which offers remedial and advanced work in virtually every one of our major and minor subject areas — art, business education, elementary education, English, physical education, library science, math, music education, nursing, biology, chemistry, history, sociology.

And as we expected, students took the opportunity. In the first month nearly a quarter of our 1,300 students used the center — putting in over 600 hours teaching themselves with electronic, audio-visual and programmed learning material.

We believe that students given a chance to be responsible adults will be just that.

Winston-Salem State College

WINSTON-SALEM, N. C. 27102

Letters To The Editor

Mr. E. B. Palmer
Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina 27601

Dear Mr. Palmer:

We were delighted to have the opportunity this past week to be of service to you and THE NORTH CAROLINA TEACHERS ASSOCIATION.

This letter is meant to convey our "thanks" for selecting the WHITE HOUSE INN and for bringing your very fine group to Charlotte.

Whenever you have occasion to use hotel facilities in the future, we sincerely hope that you will again let us host your meetings.

We would enjoy hearing your comments relative to your recent function here at the WHITE HOUSE INN.

In the meantime, if we can be of assistance in any way, please feel free to call on us.

Sincerely,
Sally C. Morris
Sales Director
WHITE HOUSE INN
* * *

Dear Mr. Palmer:

It was my pleasure to have attended the Five-State Conference on the Treatment of Minorities in Textbooks and other Teaching Materials. The conference was most enlightening.

You and your staff are to be congratulated for your efforts in bringing together a group of outstanding leaders as speakers and consultants for this program.

It may be said that much was gained from this conference. A number of questions were raised, solutions to some of these were offered and a great deal is left to be solved. It is incumbent that those of us who attended this conference do what we can to alleviate the problems before us. The conference certainly gave us some tools with which we may work.

Your dedication and work for the cause of education is appreciated.

Sincerely yours,
Clinton R. Downing
Supervisor, Title I, ESEA

Dear Mr. Palmer:

I wish to express my gratitude for having had the opportunity of attending The Five-State Conference on The Treatment of Minorities In Textbooks and Other Teaching Materials on January 24 and 25th.

This was the most informative meeting that I have ever attended. May I again say thanks to you and your Association for having made this conference available to Georgians.

Your Colleague and Friend,
(Mrs.) Mary Lois Alexander
* * *

Dear E. B.:

I find an ordinary thank-you entirely flat and inadequate as an acknowledgement of your kindness last week at the conference in Charlotte by providing me with the opportunity to discuss the objectives of the Leadership Development Program. I am sure you would be interested in knowing that as a result of that opportunity, we have continuously received new inquiries which has resulted in several promising candidates.

May I take this opportunity to also congratulate you on the very fine leadership you are affording not only the teachers in North Carolina, but the nation as well.

Whenever you have the occasion to be in Atlanta, please let me hear from you. Of course, when I'm in Raleigh, I'll stop by the headquarters to chat.

With best wishes to you and yours for increasing and continued success, I am

Sincerely yours,
K. Z. Chavis
Regional Representative
* * *

Dear Mr. Palmer:

The Five-State Conference was one of the best I have ever attended. Many thanks to you and PR & R. Commission.

Sincerely,
Harriett Namm, President
Asheville-Buncombe
Teachers Association
* * *

Dear Mr. Palmer:

You are to be commended for the fine program, sponsored by your organization, presented in Charlotte on The Treatment of Minorities in Textbooks. This type conference is far reaching and meaningful.

I am grateful that you allowed me to play a small part on the program.

Wishing for you every success in your future endeavors, I remain

Sincerely,
Colemon W. Kerry, Jr.
* * *

Dear Mr. Palmer:

I attended the Conference on The Treatment of Minorities in Textbooks in Charlotte and I wish to congratulate you and all of the people involved on a well-planned and well-carried out meeting. It was interesting, varied and enjoyable. The careful planning caused the meeting to be the best I have ever attended.

When I tell you that I was at every session and did not even go to the stores in Charlotte you can see how entertaining and informative the meeting was.

Thank you and congratulations.

Yours truly,
(Mrs.) Dollie D. Hammond
* * *

Dear Mr. Palmer:

The President has asked me to thank you for your kind message concerning the appointment of Mrs. Elizabeth Koontz as Director of Women's Bureau, Department of Labor.

The interest which prompted you to wire is certainly appreciated.

The President sends his best wishes.

Sincerely,
Harry S. Flemming
Special Assistant
to the President
* * *

WESTERN UNION TELEGRAM

E. B. Palmer, Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina

The Executive Committee of the National Education Association took the following action in its meeting in Atlanta, Georgia on Wednesday, February 12, 1969.

To assist the remaining states to comply with the Criteria and Resolution 12, the Compliance Committee makes the following recommendations:

A. That those state association which have failed to agree upon a jointly developed plan for merger by March 1, 1969, be given the option of:

1. Acceptance of fact-finding by a fact-finder selected by NEA after consultation with the officers of the two parties. The fact-finder shall make a study of the issues, submit a report of his findings and recommendations to the two parties and the NEA Executive Committee. This report will be expected to be submitted during the first week in April. If the fact-finder's report is not accepted by both parties the NEA Executive Committee will formulate and submit to each association a proposal plan for merger which, in its judgment will be equitable to all concerned; or

2. Accepting binding arbitration on all remaining unresolved issues by an arbitrator to be selected by NEA after consultation with the officers of the two state associations involved.

B. Associations agreeing to accept either the arbitrator's decision or recommendations of the fact-finder or NEA Executive Committee shall secure ratification of the plan by the appropriate governing bodies prior to the close of 1968-69 school year.

In the event a special meeting of the association's delegate assembly is necessary to secure such ratification, NEA will share the expenses of such special meeting in an amount to be determined in advance by the Compliance Committee.

C. If the two parties fail to agree to accept: the arbitrator's decision: the fact-finder's recommendations: or a plan recommended by the Executive Committee, a Heajux XX Committee hearing will be set for the purpose of providing information and assistance to the Executive Committee in its effort to form a single organization for all educators. Such hearing shall be scheduled prior to June 30, 1969, and shall permit the two parties to submit written briefs and supplemental oral arguments.

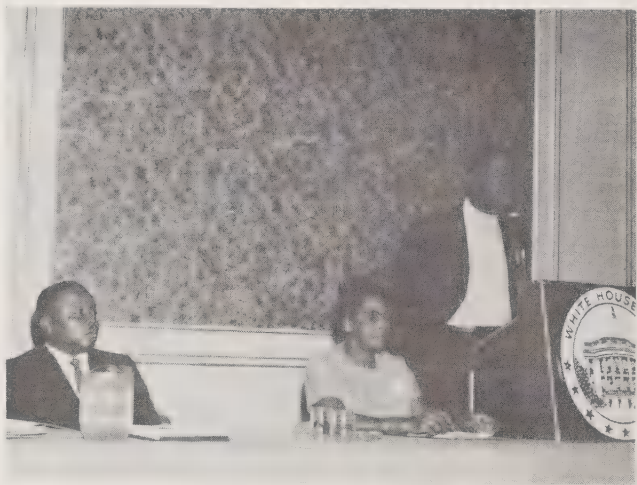
The Executive Committee reserves the right to take whatever action it believes appropriate, including disaffiliation of one or both organizations in a particular state or the recognition of a new organization.

George Fischer, President,
National Education Association
Irvamae Applegate
Chairman, Compliance Committee

Five-State Conference On The Treatment Of Minorities In Textbooks

WHITE HOUSE INN
CHARLOTTE, NORTH CAROLINA
JANUARY 24 - 25, 1969

Conference Re - Cap



"THE CONFERENCE OPENS" — Samuel B. Ethridge, at podium, opens The Five-State Conference with a dynamic challenge as John H. Wooten, NCTA Vice-President and Mrs. Henrietta Hatton, NCTA PR&R Chairman listen attentively.

For two days we have been bombarded with information, materials and thoughts about ourselves. The question now is, what will we do about it? What will we do Monday, next month, next year? Will we forget or will we remember?

Mr. Samuel Ethridge told us that textbooks are a reflection of the attitudes of society and that we need to also do something about the television stations and newspapers in our State. The NEA Task Force on Civil and Human Rights found that there has never been a melting pot in America. One must either accept the culture of the majority, accept second-class citizenship or reject citizenship altogether. Mr. Ethridge then said that we cannot come, listen, go home and carry on as before. This, I think, was one of the most important statements made at the Conference. If we ignore what we heard and learned here, the Conference will be a failure. Will we remember?

We were told by Dr. John W. Davis that the study of the Negro is necessary and urgent and

should extend from the cradle to the grave. He also stated that pre-natal instruction is important, but he declined to suggest how soon this pre-natal instruction should begin. This study is for the white man, with whom we must sympathize because he does not know as well as the Negro. Will we remember? Texts which fail to include minorities are defective, and as educators we should demand suitable materials for our students.

The Charlotte press took advantage of Dr. Davis's statement that "it is unconstitutional to use texts which divide, defeat or dilute the constitutional mandate of general welfare" and used as a headline: He Wants Test Case — All White School Textbooks Illegal, NAACP Aide Charges.

Then Dr. Davis really socked it to us saying, that educators are slow-moving, timid and "highly professional." He said we don't like to deviate from the norm; we don't like to take a stand and we become articulate only after a decision is



"THE TONE-SETTER" — Dr. John W. Davis, Special Director of Teacher Information and Security Agency, NAACP sets a tone that carries throughout the conference. J. H. Wooten (left), Mrs. Henrietta Hatton, (second from left), Dr. Davis Graham Somers, President, Charlotte-Mecklenburg Unit—NCEA, (second from right), and Mrs. Edna C. Richards, Executive Secretary NACT-NCTA, (right).

made. We ignore the potential leadership ability of the "devils" in our schools and discourage those who question our knowledge and intelligence. Will we remember?

He praised Mrs. Koontz, Dr. Edmonds, Dr. Cheek, Mr. Palmer and Attorney Chambers and said that we need more people like them. These people, he said, make contributions which could result in "tragic freedom." "Tragic freedom," he repeated several times, "is better than compulsory happiness."



"AND THE CROWDS CAME!" — Representatives from Georgia, South Carolina, Virginia and North Carolina came.

The Second General Session offered a panel that told us:

1. A Negro should be on the Governor's Textbook Commission.
2. More than one textbook should be adopted.
3. We are dealing with the minds and attitudes of the future.
4. Some textbooks perpetuate the melting pot idea which can distort reality.



"MAE SUE CHARGES PANEL" — As Mrs. Mae Sue Henry, moderator, charges panel, panelists listen attentively. Left to right are Dr. Theodore Dolmatch, President-Pittman Publishing Company; Miss June Gilliard, Associate State Supervisor of Social Studies, N. C.; E. B. Palmer, Mae Sue Henry, President-Elect ACT-NCTA; Dr. William Katz, Author, "Eye Witness: The Negro in American History"; Howard Fuller, James Gerow, Representative, Houghton-Mufflin Company.

5. Publishers are responsive to market need.
6. Textbooks should have instructional value and reflect society.
7. The Greek minority is omitted except as a past culture.
8. The purpose of education is to give a correct analysis of the contributions of all people.
9. Personalities are studied in depth if they uphold the white man's way of life and attitudes — so-called militants are mentioned in passing.
10. Strike for more adequate teaching materials which must include the black experience.
11. We need to change our attitudes; we must become examples showing our pride and self-respect.
12. It is time for black intellectuals to come home.
13. Indians are treated as savages or heroes.
14. Indians have an advantage — if they decide to divorce themselves from their culture and leave the reservation, they can melt into the pot, which cannot get hot enough to melt blacks.
15. The Indians' contributions should be taught; and,
16. Our country was founded on racism. Will we remember?



"SPELL BOUND" — The keynote speaker held the audience spell bound. The only eyes which were detracted, looked momentarily at the camera.



"EVEN TV WAS THERE" — In workshops sessions, the participants jotted down vital information as the demonstrators laid it on the line.

We will not soon forget that the television cameras, which sat quietly by as we spoke, jumped to attention when Howard Fuller, wearing a dashiki and an Afro, stepped to the microphone. He is outspoken; they listen. Will we remember?



"TELL IT LIKE IT IS" — Howard Fuller, Director of Training Foundation for Community Development, Durham, N. C. stood. The flood lights came on as he said, "Come home Black Educators! Come Home from your false middle class ivory towers and teach the true black heritage of our nation."



"FOOD? SUPERB!" — The Luncheon participants enjoyed a very superb menu and shared in the opportunity to express opinions on The Conference.

The question-answer period following the panel brought forth a motion that Governor Scott be asked to place Negroes and other minorities on the Textbook Commission.

Motion Concerning Textbook Commission

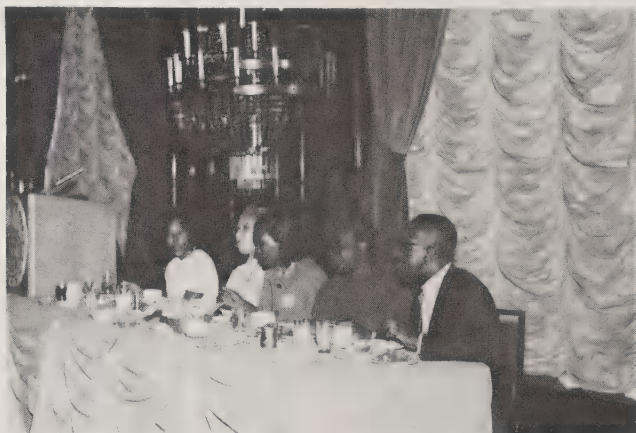
It was moved by Charles Pearson, Vice-President NCEA and seconded by Katie Price, President ACT - Allendale County, South Carolina; J. H. Wooten, Vice-President NCTA and Joe Williams, President, Onslow County NCEA, that

"GOVERNOR SCOTT BE ASKED TO PLACE A NEGRO ON THE TEXTBOOK COMMISSION"

Cedric Jones, Charlotte, N. C., amended the motion to read "at least one Negro." Charles Pearson accepted the amendment.

J. W. Mask, North Carolina, amended the motion to read, "minorities" instead of Negro. This amendment was seconded by Mrs. J. B. Lester of Durham, North Carolina.

After much discussion a new motion was stated: "That Governor Scott be asked to place Negroes and other minorities on the Textbook Commission."



"AH! THE LUNCHEON!" — Last, but not the least. The Luncheon was a fitting climax to an outstanding two day conference. Seated left to right, Mrs. Clara Corry, presiding; Mrs. Margaret Wilson, introduced the keynote speaker; Miss Mary Venable, President ACT-NCTA; Mrs. Ruth B. Jones, President, NCTA, and Edward P. Thompson, Library Service Director, Arno Press and New York Times.

It was then decided that Mr. Palmer and the executive staff would edit the motion and send it to Dr. A. C. Phillips, who makes recommendations to the Governor.

The maker and seconders of the motion are to see it in writing before it is sent to Dr. Phillips.

We will not soon forget the music extravaganza before the banquet or the beautiful slides and remarks afterward presented by Mrs. Ludmilla Van Sombeck, an Austrian-German, but will we remember the address of Dr. Helen G. Edmonds, keynoter of the banquet? She told us that the history can not be separated by chapters' put the information where it belongs; use the accomplish-



"THE PANELISTS LAY IT ON" — Dr. William L. Katz adds a new dimension to his work by revealing some new aids and methods available for the teaching of multi-ethnic materials. Seated left to right are Mrs. Lucille Vanderpool, presiding; E. B. Palmer, Mrs. Mae Sue Henry, and Dr. Katz.

ments as well as the bad. Teaching isolated biographies is not enough because it does not teach of income, education, religion, literature, music, etc. We must demand integrated history. Will we remember?

At the Third General Session, Mr. William Katz listed cardinal principals of history textbooks:

1. Integration of material is American history;
2. Use of a single textbook is questionable—especially on the secondary level;
3. Racial crisis can be solved in the classroom, which involves everybody;
4. White students, as well as Negro students, need their image reshaped; and,
5. There is psychological value in being part of history.



"WE DO IT THIS WAY" — Mrs. Ruth Jones, President of NCTA, shows her versatility in Administration and instruction as she captivates her audience with a live demonstration on "Using Multi-Ethnic Materials in the Elementary Grades." Preston Allison of the Learning Academy, Huntersville, N. C. (left) was leader for the session.

What can be done? Use supplementary materials: outside reading, plays and dramatizations, posters and records.

Mr. Katz said we must tell it like it is; tell the truth, and by all means, include the information on the tests. Students decide what we think is important by what we ask on the tests. Will we remember?

Live classroom demonstrations were given on how to use multi-ethnic materials in teaching literature, the High School Social Studies, Junior High and Elementary Grades. Mrs. Ruth Jones, Miss Charlotte Hampton, Mr. Clifton Collins and Mrs. Velma Roland really demonstrated expertly "How They Do It."



"NOW IS THE HOUR" — Dr. Milton A. Reid, Minister, New Calvary Baptist Church, Norfolk, Virginia, key-noter for the Luncheon says "Now Is The Hour for publishers to print multi-ethnic materials and for teachers of all races to utilize them."

At the closing luncheon, Dr. Milton A. Reid reminded us that the mind is the standard of man. We deal with the minds and attitudes of the future.

What Now? Will We Remember?

Recommendations

The following recommendations were made for the next Conference:

1. That the Conference last three days.
2. That high school and college students be included.
3. That state administrators and other minorities serve on the program.

4. That more States and publishers be invited to attend.
5. That invitations be sent earlier.
6. That name cards for persons in attendance be typed.
7. That names and addresses of speakers be provided.
8. That space for written comments be provided.
9. That a time limit be placed on speakers.
10. That follow-up meetings and workshops be held.
11. That written reports of meetings be provided.
12. That video-tapes be used and sent to locals for use.
13. That part of the Conference be used for college-level training.
14. That the use of a hospitality room be continued.
15. That we have time provided again for visitation and getting acquainted.



"THERE IS MONEY AVAILABLE" — Mr. H. Chavis tells of the available money under governmental foundation funds for special education projects which his Atlanta office can assist with the securing of same. Seated from foreground left to right are: Gordon Roland, R. L. Flanagan — Back head table: Miss Antonio Wallace, Dr. Milton Reid, and Mrs. Alice Wilson.

NCTA - LDF - NEA ASSIST

The North Carolina Teachers Association, The Legal Defense and Educational Fund, NAACP and The National Education Association joined forces to come to the aid of Miss Ann Collins of China Grove, North Carolina. Miss Collins was an ESEA teacher in Alexander County where she was assigned the responsibility of teaching deprived Negro children. Among her responsibilities was the task of visiting the homes of her Negro students. Not only did she execute her basic responsibility, but she also worked over-time for her profession and to the dedicated service of God, by assisting a local Negro Church in its building program. For this, Miss Collins reports that she was asked to discontinue her relationship with the Negro community or resign or be fired. After having been orally accused of "being a disgrace to the profession", Miss Collins was persuaded to sign something, which she later discovered was a letter of resignation which she had not written.

After exhausting all other potential sources of help, Miss Collins turned to The North Carolina Teachers Association and The National Education Association. The NCTA decided to aid Miss Collins and called on The Legal and Educational Defense Fund NAACP to provide legal services. The National Education Association recently awarded

Miss Collins with a subsistence loan in the amount of three hundred and sixty-eight dollars (\$368.00).

Miss Collins' case was investigated by E. B. Palmer, NCTA Executive Secretary, and has been filed by Attorney J. Levonne Chambers. The learning is expected soon.



Pictured above is Miss Ann Collins (left), plaintiff in The Collins, et. al. Vs. The Alexander County Board of Education Case, and E. B. Palmer (right), Executive Secretary of The North Carolina Teachers Association, as Palmer presents Miss Collins with the NEA check for \$368.00.

National Education Association To Investigate The Hyde County School System

INVESTIGATION CHARGES TO THE HYDE COUNTY BOARD OF EDUCATION HYDE COUNTY, NORTH CAROLINA

In action taken on February 8, 1969, upon the complaint of the Hyde County unit of North Carolina Teachers' Association as examined by preliminary inquiry, the Commission on Professional Rights and Responsibilities of the National Education Association has authorized an investigation in Hyde County School District, North Carolina, and issuance of a charge on the below allegations to the Hyde County School District of North Carolina.

The Professional Rights and Responsibilities Commission of the National Education Association charges that the Hyde County Board of Education, in seeking to comply with Federal desegregation requirements, has precipitated a racial crisis in the County which, in turn, has impaired the quality of education and threatened the status of teachers by:

1. Failure to seek or encourage representation and participation from the Negro community in developing and adopting a desegregation plan;
2. Refusal to consider, when problems arose subsequent to the adoption of the existing desegregation plan, the proposals of the Negro parents and students of Hyde County in their request for total desegregation of the public schools;
3. Arbitrary employment of a desegregation plan that was unacceptable to the Negro community and lack of notable effort to solve the resultant educational crisis.

NOTE: The Hyde County Board of Education is invited to answer the above allegations. Said answer may be through formal or informal board action or

through majority, minority or individual board member statements. While no particular form is prescribed, the answers should contain the names, addresses and telephone number of those responding.

The answers may contain any information or statement relevant to the matters alleged in the charge and may be in the form of a denial or a statement as to mitigating circumstances, and may pertain to any or all of the allegations. The responding board or any member or portion thereof is encouraged to state any additional facts and information deemed relevant to the allegations which may be of assistance in the ultimate determination of the charge on the merits.

An impartial committee will be selected, by the NEA, independent of the Commission on Professional Rights and Responsibilities, which will convene at a convenient location and conduct hearings according to PR & R procedures into issues involved in the matters alleged in the charges. The answer or answers of the board along with a copy of the charges will be made available to each committee member in advance of the scheduled hearings.

The hearings will be scheduled with full notice to all parties who will be afforded full opportunity to be heard and to present testimony or evidence on either side of the issues.

Further information will be contained in the letter of transmittal.

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Tornado Facts

Of all the winds that sweep the earth's surface, tornadoes are by far the most terrible. Their time is short and their paths of destruction generally rather small, but their march through populated areas leaves scenes of awful devastation. A tornado funnel can reduce solid buildings to matchwood, convert a straw into a deadly missile, uproot huge trees, and hurl people and animals for hundreds of yards.

When there is such complete destruction there is usually also loss of life. On April 11, 1965, Palm Sunday, 37 tornadoes struck the midwest, killing more than 250 persons and injuring more than 5,000; property damage was estimated at \$300 million. Since the early 1950's, the tornado death toll has averaged 122 per year, and the damage \$40 million annually, although it is often much higher.

Tornadoes occur in all 50 states. But no area is more susceptible to their formation than the continental plains of North America, and no season is free of them. Normally, they are least frequent in the United States during December and January, and at a peak in May. The months of greatest frequency are April, May and June.

Tornadoes may occur at any hour of the day or night, but, because of the meteorological combinations which create them, they form most readily during the warmest hours of the day. The greatest number — 82 percent of the total — occurs between noon and midnight, and the greatest single concentration — 23 percent of total tor-

nado activity — falls between 4 and 6 p.m.

During the period 1953-1967, an average of 643 tornadoes per year occurred in the United States, about half of them during three months — April, May, and June. For the same period, the annual average number of tornado days — days on which one or more tornadoes were reported — was 157. Average annual frequency by states for this period ranges from 115 tornadoes in Texas to less than three in most of the northeastern and far western states.

On the average, tornado paths are only a quarter of a mile wide and seldom more than 16 miles long. But there have been spectacular instances in which tornadoes have caused heavy destruction along paths more than a mile wide and 300 miles long. A tornado traveled 293 miles across Illinois, and Indiana on May 26, 1917, and lasted 7 hours and 20 minutes. Its forward speed was 40 miles an hour, an average figure for tornadoes.

Tornadoes are formed of winds rotating at very high speeds, usually counterclockwise. These storms are visible as a vortex, a whirlpool structure of winds rotating about a hollow cavity in which centrifugal forces produce a partial vacuum. As condensation occurs around the vortex, a pale cloud appears — the familiar and frightening tornado funnel. Air surrounding the funnel is also part of the tornado vortex; as the storm moves along the ground, this outer ring of rotating winds becomes dark with dust and debris, which may

eventually darken the entire funnel.

Tornadoes do their destructive work through the combined action of their strong rotary winds and the partial vacuum in the center of the vortex. As a tornado passes over a building, the winds twist and rip at the outside at the same time that the abrupt pressure reduction in the tornado's "eye" causes explosive over-pressures inside the building. Walls collapse or topple outward, windows explode, and debris of this destruction is driven through the air in a dangerous barrage.

Protection Against Tornadoes

The Weather Bureau, a major element of the Commerce Department's Environmental Science Services Administration, provides the Nation's first line of defense against destructive natural hazards. Through tornado watches and warnings, the Weather Bureau gives those in threatened areas time to seek shelter. It is important to know the difference between a watch and a warning, and to know how to react to each.

The Watch

Tornado watches are the first alerting message between the Weather Bureau's National Severe Storms Forecast Center and areas potentially threatened by tornadoes. They specify the area covered by the watch, and establish a period of time during which tornado probabilities are expected to be dangerously high. Watches are tele-typed directly to local offices of the Weather Bureau and disseminated by those offices to the public via radio and television stations in and around endangered areas. Law enforcement officers, emergency forces, volunteer storm reporters and other cooperating personnel are also alerted by the watches, and

they relay the alert to others in the watch area.

Watches are not warnings. They are issued to alert persons to the possibility of tornado development in a specified area, for a specified period of time. Until a tornado warning is issued, persons in watch areas should not interrupt their normal routines except to watch for threatening weather.

The Warning

Tornado warnings are issued when a tornado has actually been sighted in the area or indicated by radar. In many cases, they are made possible through the cooperation of public-spirited persons who notify the nearest Weather Bureau office or community warning center when a tornado is sighted. **Warnings indicate the location of the tornado at the time of detection, the area through which it is expected to move, and the time period during which the tornado will move through the area warned. When a tornado warning is issued, persons in the path of the storm should take immediate safety precautions.**

Much of the burden of warning, evacuation, and shelter falls to communities and individuals. Tornado detection requires a dense network of storm reporters and a reporting procedure within each tornado watch area. The Weather Bureau receives help from nearly 500 local networks, and could use the help of many more.

Network observers and the public are alerted to the possibility of dangerous weather by the tornado watches issued by the Weather Bureau. When a watch is in effect, observers are alerted to notify the nearest Weather Bureau office as soon as a tornado is sighted, describing the type of storm, its location, intensity, and direction of movement.

Safety Rules

Nobody who has lived through a tornado will ever underestimate its terrible potential for dealing death and destruction. Thousands who have never seen a tornado, or viewed the way in which it can transform a happy neighborhood into a mass of

rubble may tend to theory that "it can't happen here."

Statistics show that it can and it has. The ESSA Weather Bureau emphasizes, in the strongest possible terms, that familiarity with the following safety rules may well mean the

(Continued on Page 36)

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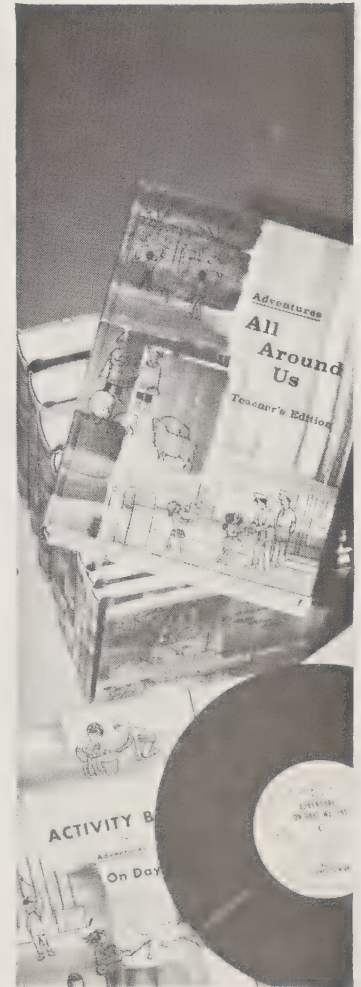
There are 9 books in the *Invitation to Adventure* series, ranging in levels from PP to 6. Teacher's Editions are available for all books. Supplementary enrichment materials include: LP Recordings of all stories by an experienced storyteller, Creative Involvement Cards for each story, and Pupil Activity Books for each text P through 3.

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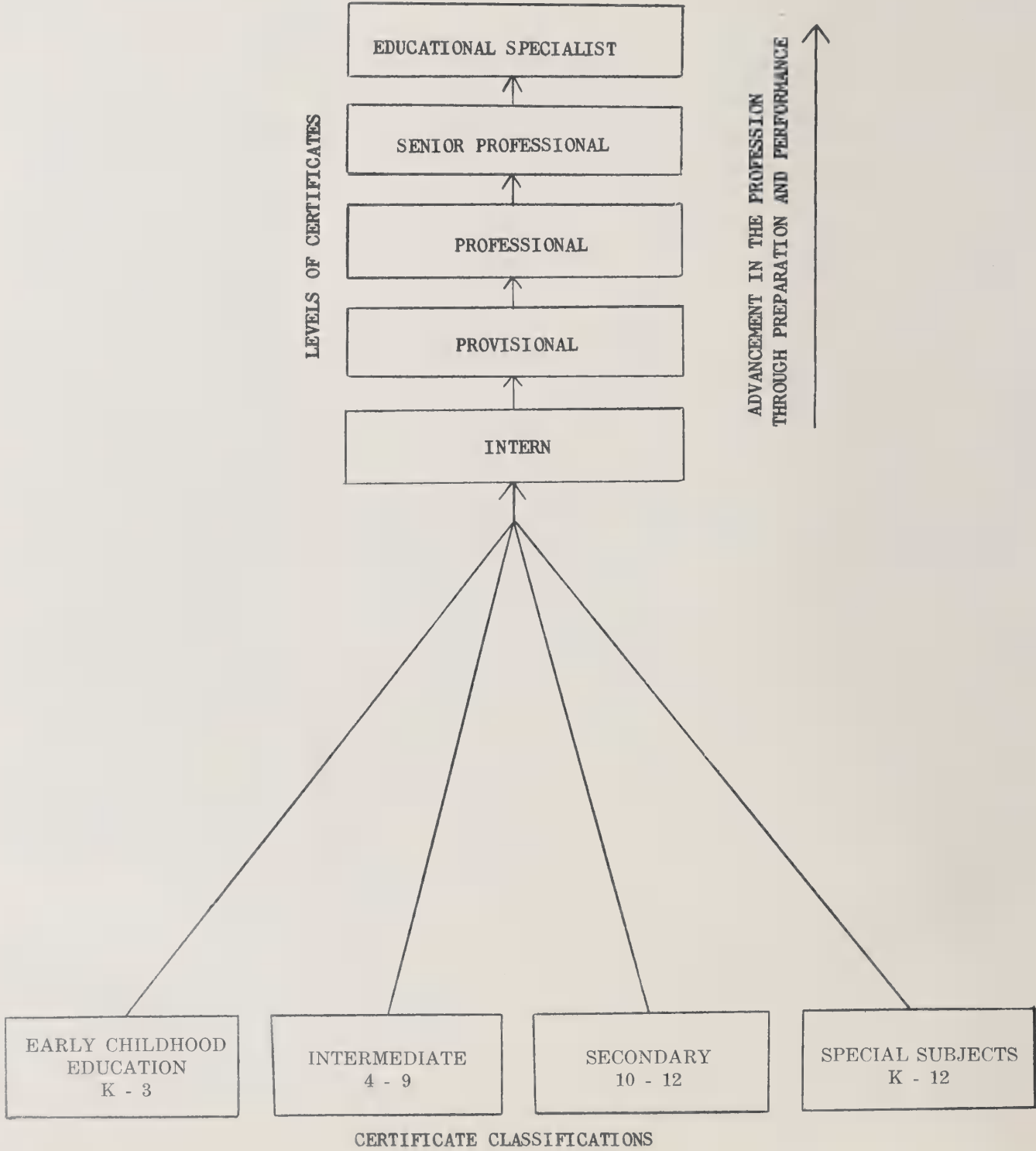
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(Revision of Teacher Classification)

PROPOSED CLASSIFICATION AND LEVELS OF CERTIFICATION



Monkey On The Back Of Educators

By ROZANNE WEISSMAN, NEA PR/TV Reporter

(Editor's Note: When an addict has a physical dependence on a drug, he calls it the "monkey on my back." Use of drugs of all types has increased to epidemic proportions, according to the World Health Organization. Drug abuse in the United States, once primarily a ghetto problem, has hit the white suburbs where teenagers — and even some pre-teens — are experimenting with marijuana, glue, morning glory seeds, LSD, methadrene, and even the hard narcotic drugs such as heroin. As is the case with many social problems, this one is being thrown back to the schools to "do something." Now the "monkey" is being partially transferred onto the backs of educators — and the burden is a big one.)

"When you're an addict, ya' gotta feed that monkey on your back. You become a zookeeper. Heroin can make an animal and a vegetable of a person at the same time. A youngster may have seemed dumb in the classroom, but he's not dumb as an addict because he's gotta have a scheming mind to keep that drug in his arm.

"Heroin has been a way of life in the ghetto. I've been through hell with drugs. But now it hits the suburbs and all of a sudden you white people are concerned. Where were you all 20 years ago?"

It was Virgil Keels, an ex-addict from Washington, D. C.'s ghetto, who asked the question. A five-time convicted felon, Keels is now a public relations man for a project for alcoholics while also helping to set up a halfway house for addicts here.

"We just slide ghetto youth across a desk," he continued. "Most of my life I've been a caseload on someone's desk, and the caseworkers can't tell anything about me that really matters. Who takes the time to concern themselves about the youngsters or what's happening in the schools? And, even in a good white high school, undercover narcotics agents spent

months to get marijuana and LSD evidence and to attend pot parties in homes, cars, and on school grounds to arrest seven youths. There seems to be the time, money, and knowledge to enforce the laws but not to teach or prevent," he strongly criticized.

Middle Class Addict Tells Story

On the other end of the economic spectrum is Lucy Carmichael, an upper middle class white ex-addict currently on probation. She has returned to college and also works with addicts. Lucy comes from a good family, attended prep school and college and was married before turning to drugs, while living in California, at age 27 — much later than today's youth — because she felt "unfulfilled and dissatisfied with life."

"I smoked marijuana for three years and liked it because it heightened my appreciation of art, nature, and sound with no hangover effect," she related. "I turned to LSD searching for a better high. It's like hearing all radio channels wide open at once — an incredible amount of thought and sensations coming through at the same time. I took it three times a week and keep taking more as I got more and more confused. An LSD user has an inability to concentrate and remember, even afterward. I've been off the stuff for

a year now and still have trouble with my college studies.

"Someone came along with heroin, and I found it was a better and more 'relaxing high' compared to the jangled nerves caused by LSD. Heroin is low key. You forget your cares, and the world is all rosy. It is so easy to get into heroin. Then it's like a prison trying to keep up the habit and living always trying to forget what you're doing to get money. Withdrawal is frightening . . .".

She believes that youngsters need a creative outlet such as painting, writing, or music to express themselves without fear of failure, and she encourages schools to offer more creative classes which are both productive and fulfilling.

Drugs At An Earlier Age

The story of Virgil and Lucy is repeated many times in black ghettos and white suburbs with some differences: drug users today begin at an earlier, more vulnerable age, generally between 15 and 20, but do not necessarily progress to narcotic addiction. There are also "ominous" instances in some affluent urban areas of grade school youngsters 8 to 12 experimenting with airplane glue, marijuana, and other drugs, according to Dr. Sidney Cohen, head of the newly created Division of

Narcotics Addiction and Drug Abuse, National Institute of Mental Health (NIMH). Cohen, a former Los Angeles psychiatrist and author of books on drugs, points out that drugs have a greater impact on the brain in the early formative years which are critical in a child's personality development.

Today, drugs are easier to obtain and are more readily accepted outside the ghetto. A "nickel bag" of marijuana (\$5 purchase) is as easy to get in some areas as an ordinary pack of cigarettes — and at least one trip on LSD considered as much of an accepted "in" thing as a trip to Ft. Lauderdale during the rites-of-spring festivities. Use of methadrine (speed), a much more dangerous drug than LSD, is reportedly on the increase in spite of warnings, even by teens themselves, that "speed kills." A recent more frightening phenomenon is the trend toward multiple drug abuse: staying up on speed and coming down on barbituates . . . taking tranquilizers to tranquilize a bad LSD trip . . . experimenting with or regularly taking a variety of different drugs. Hard drugs, such as heroin, are also making slight inroads in suburbia. Many youngsters who have no intention of becoming addicted still want to experiment to "see what it's like." Pushers are often their friends who sell drugs to maintain their own costly habit. It is acknowledged that in Washington, unfortunately, some pushers aim for the under-18 set so as to avoid the risk that purchaser might be undercover agents or cops.

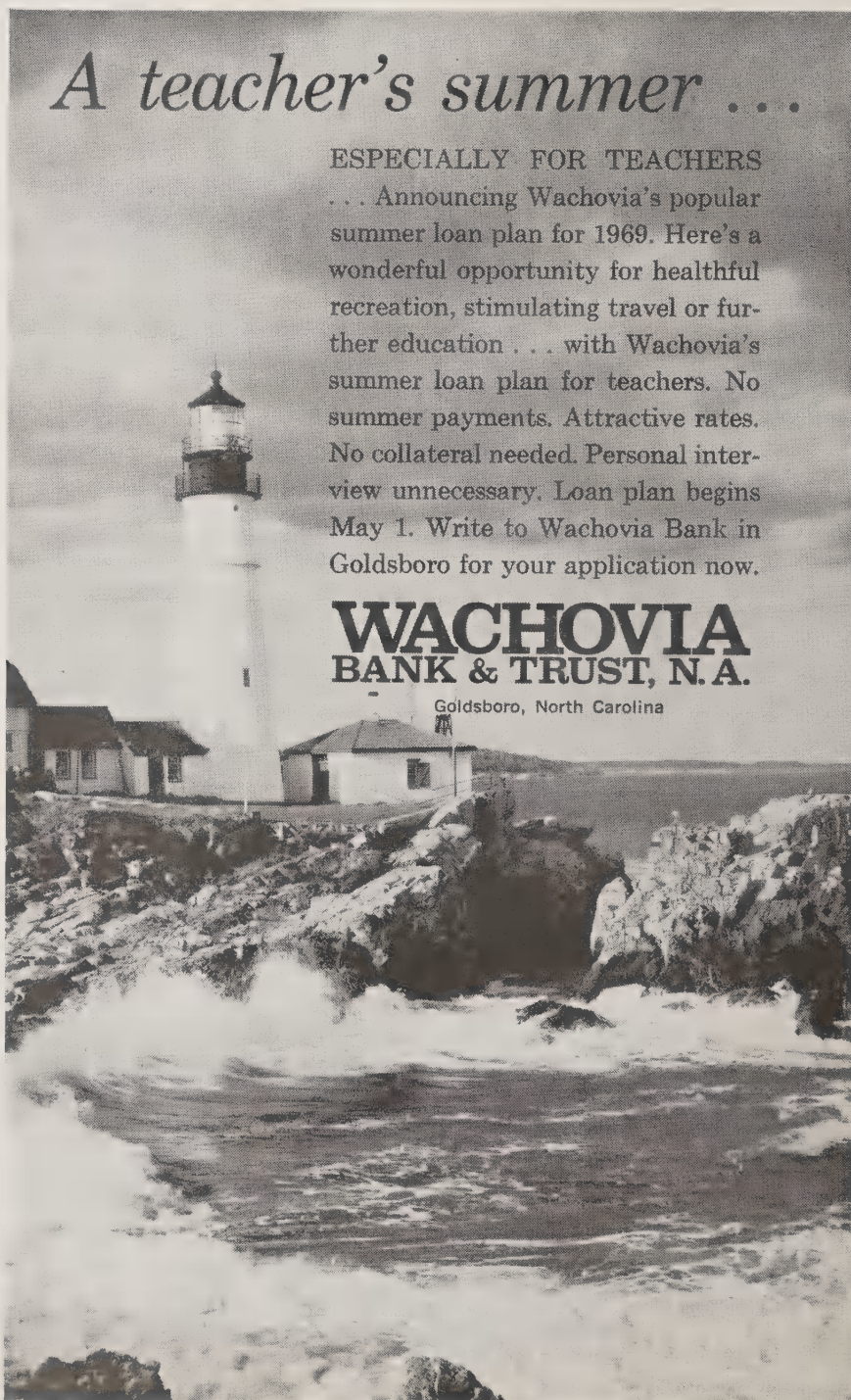
Total narcotics arrest (for manufacture, possession, or sale) for 1967 represent a 60 per cent increase over 1966 figures — from 59,000 to 95,470. Figures only indicate enforcement efforts during a particular year and possible trends but are

unreliable as a measure of increased use.

Drugs And The Government

Growing concern about the drug problem in the nation's capital is reflected by measures to consolidate drug abuse efforts for greater effectiveness and

less duplication. Consolidation of drug abuse programs by NIMH, one of the government's major research arms, is a case in point. NIMH is also initiating a TV advertising campaign on drug abuse similar to the American Cancer Society's anti-smoking efforts. One 30-second film shows an LSD user on a bad



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trip while another warns housewives — the most frequent users of mood-changing drugs — against excessive use of amphetamines and barbituates, the “up and down” drugs. Later efforts will deal with marijuana and heroin.

Drug programs and enforcement which formerly came under three separate departments (Justice, Treasury, and Food and Drug Administration in the Department of Health, Education, and Welfare) now all come under the jurisdiction of the Justice Department as ordered by former President Johnson. Prior to consolidation, marijuana and LSD were handled by different agencies, and laws were even more inconsistent than now. Drug laws are still a patchwork, but the Justice Department reportedly is drafting a new omnibus drug bill to propose to Congress.

In the meantime, the National Student Association has begun a program to fight what it terms “hypocritical and inhuman” federal and state marijuana laws. Other major groups and individuals including even the American Medical Association have also urged removal of harsh criminal penalties for possession and use of marijuana since studies have not proved short-term use as harmful as use of liquor, but many will not necessarily go so far as to advocate legalization of this old and widely used hallucinogen until much more is known.

Why Teens “Turn On” With Drugs

“Boredom is a major factor in teen drug experimentation,” believes the Rev. Tom Murphy who works with teens. “Many teens have a sense that we aren’t going anywhere. They don’t like the school system, the way

things are, or prospects for the future. They see the ‘old man’ and his wife using tranquilizers and alcohol, observe that they aren’t really happy, and decide they do not want to pursue the same way of life.”

Mr. Murphy operates a run-away house in Washington, D. C., for displaced youth and also established the Mustard Seed, a social gathering place in the basement of his Presbyterian church where teens gather four nights a week for a free pot of soup, chess, music, and contact with peers. It is also a point of contact for help — given free by area doctors, ministers, lawyers, psychiatrists — when they want it. Most of the youth there are middle class whites.

“Youngsters today,” Murphy continues, “grow up physically and intellectually faster. But we have stretched the adolescent period at both ends, giving them more time to rebel and act out their idealism. Teens have more leisure time, are subjected to sensual stimuli, and do not actually have to work. They realize that they are economically unnecessary in our society other than consumers, but we still preach the Puritan work ethic to them. The media has also changed our world greatly. All the horrors of the world are brought into the living room in living color. When I was 10, I knew virtually nothing about World War II. But a 10-year-old today has to be really dumb not to know about the Vietnam war, problems in other parts of the world, riots, space exploration, and assassinations.”

Murphy, who has gained the ear and the confidence of teens — in spite of being “over 30” — and who is “hip” to the drug scene, claims he does not get along well with the police “because I know things they want to know, but I won’t tell.” He

decries lack of sensitivity by some police.

“For many of today’s high school and college youth, experience with marijuana and even LSD is as commonly accepted as experience with beer and alcohol in my day,” maintains the Reverend. “Peer group pressure makes it not only acceptable but also the thing to do. So, these kids are left with curiosity, peer group pressure, and a blank wall where the answers should be coming from — parents and schools. Adults must realize that mere drug experimentation does not necessarily indicate a psychological problem. Excessive response from parents and society is more damaging than teen experimenting,” he believes.

Helen Nowlis, a psychology professor in Rochester, New York, seems to agree with this observation, noting that “society’s response to student drug use may foster further use when that response is based on assumptions which seem contradictory or hypocritical to the student.”

In her book, “Drugs on the College Campus,” Dr. Nowlis also warns, “It is a great mistake to get overenthusiastic about any one explanatory idea for student drug use because students who use drugs differ.” She points out that students use drugs for much the same reason as adults: to change mood, reduce anxiety, combat fatigue, relieve tension or boredom, escape from the “rat race” for a while, retreat from complex problems, get sleep or delay fatigue, facilitate social interaction, or for a pickup, change of pace, or just for fun. Many students simply like the feeling they have with drugs.

“Students are interested in discovering more about them-

selves, searching for new meaning in relationships and in the world, exploring their minds, or expressing disapproval of society and what they consider idiotic laws," she explains. "Internalizing a meaningful identity and a set of values to live by can be painful and involves hard work and often unsuccessful experimentation. Becoming independent may also involve some rebellion. Some students also find it difficult to postpone immediate gratifications in the interest of long-range goals. The appeal of LSD and many other drugs is that students see them as offering a promise of help in these difficult tasks. Drugs appeal to the personal, social, emotional needs and idealism of the young who are hung up in a society which has made adolescence so prolonged and adulthood so uncertain."

Growing up is hard. Chance is more rapid today. Old values are being questioned. According to Dr. Nowlis, students see that society violates the beliefs it preaches — brotherhood, equality, and the basic worth of the individual. They observe that emotion and feeling are bypassed in our impersonal, achievement-oriented society where what one owns and appears to be rather than what one thinks and feels and is determines his identity. Many feel there must be more to life than a house in the suburbs. They feel the need for a deep and meaningful experience in an increasingly secular society. They become numb from screening out so much bombardment from media and elsewhere and may wind up feeling isolated from the simple and beautiful things in the world — thus the current hippy preoccupation with flowers, sunsets, and togetherness.

Easy access to drugs is also a key factor in use. Many mood-changing drugs which are not

illegal are especially easy to obtain in our drug-oriented society which preaches a chemical solution to all unpleasantness — from acid indigestion to an Excedrin #10 headache. In the drug subculture we have created it is also easy to get hard narcotics since marijuana is illegal and handled by the same people.

Why The Schools?

"Society turns more and more to the schools for amelioration of deviant practices and has demanded that schools develop strategies to overcome environmental influences. Schools are looked upon as a shield against a host of evils from VD to alcoholism. The school has also had a growing influence in the socialization process," notes Marvin Levy, director of a drug abuse education project funded by NIMH and jointly sponsored by two NEA units, the American Association for Health, Physical Education, and Recreation and the National Science Teachers Association.

The one-year pilot project is focusing on training of health, science, and social science teachers, school nurses, guidance counselors, and administrators and will develop educational materials for use in drug abuse education programs. An initial conference in October involving 19 educators discussed guidelines for inservice training, classroom activities, and educational materials. Now those educators from 16 states have gone back to their respective rural and urban communities to teach about drugs on the order of conference guidelines which involved attitude change on the part of teachers. Whether they can do this and how successful it will be are questions the project seeks to determine.

NIMH's Dr. Cohen observes that the schools have an educa-

tion role in the drug area because schools are partly at fault for creating the feeling of alienation which prompts some students to turn to drugs. "Education today is not supplying students with a living/learning experience," he comments. "Schools neglect emotional and sensory education — do not teach youngsters how to sense or enjoy."

And, as the late President Kennedy's Commission on Narcotics and Drug Abuse concluded: "An educational program focused on the teenagers is the sine qua non of any program to solve the social problem of drug abuse."

Louise Richards, a research social psychologist for the Bureau of Narcotics, emphasizes that education is as much of a control as enforcement. Dr. Richards personally believes that "one of the big education problems is that health education itself is not successful — has not helped to lessen VD, smoking, or alcoholism — and has a bad image with youth since it does not attract the interest and imagination of many other subject areas. Drug education should be integrated with other parts of the curriculum to give the topic a new light for students. Schools have so much to overcome. All the things schools try to teach as bad — smoking, drinking — are really 'fun.' We have to counteract more powerful forces as peer group pressure and colorful, dramatic presentations by media on hippies and drugs."

Currently, 43 states require teaching about narcotics and dangerous drugs, according to Levy, but most do not specify how much, what kind of information should be transmitted, at what age levels, or by whom.

Shortsighted Approaches To Drug Abuse Education

Levy views the following educational approaches to the drug problem as very shortsighted and ineffective with students: the "it's illegal" issue, when so many students are caught up in personal freedom and individual liberty issues and react adversely to legalistic dictum; the "give 'em the facts" approach; or "scare 'em" tactics.

"I am continually amazed by the knowledge of drugs and the level of sophistication about drug abuse of many high school youngsters involved in the drug scene. So any educational attempt at relevance must begin with a realization that instruction limited to facts alone provides insufficient data for student decision - making." "Common practice," observe Levy, "was to bring in an authority figure, generally law enforcement, to talk to the students 'straight from the shoulder.' The effect of 'give 'em the facts' or 'scare 'em to death' was of short duration and too often encouraged those still undecided to flaunt the establishment. Fear will only deter some. Students growing up in today's atmosphere take risk for granted and say that astronauts wouldn't take off if they were afraid of taking a chance".

Risk evidently, though, has had some effect in decreasing LSD use following publicity on broken chromosome evidence. The most recent study at George Washington University funded by the Justice Department's Bureau of Narcotics and Dangerous Drugs examined 14 fetuses from girls who had taken LSD either before or during pregnancy. Four infants — an unusually high percentage — would have been born with brains outside of their heads, skull defects, and broken chro-

mosomes in their blood. The mothers also had broken chromosomes.

What Drug Education Approach Seems Desirable and Workable?

"We must get away from moralizing, preaching, and propagandizing and change the situation so that the kids learn and find out for themselves through reading and research," Levy believes.

"IT IS VITAL TO CHANGE THE EMPHASIS FROM DRUGS TO THE USER — to consideration of the individual who has decided to use drugs, and why. Otherwise, the alternative is to get hung on which drugs are good/bad, safe/dangerous, habituating/addicting for which we do not have neat, unalterable facts. Drug effects depend upon unstable factors: the drug itself (differs with strength and amount taken), the individual (tolerance varies from one individual to another and even in the same individual at different times), and the setting (alone or with others).

"It will not do to label drug abusers as lepers and not try to understand their motives," Levy emphasizes. "If you ask a kid why he takes drugs, he may say 'because it makes me feel good.' Then our educational approach should be 'what makes you feel bad?' Perhaps if we work on that, you can feel just as good without drugs.' We must find ways to 'turn kids on by other means.' Instead of being critical about student drug abuse, educators will have to demonstrate that there are better ways to experience the richness of living and make life more exciting — ways more meaningful and less dangerous than mind expansion by ingesting chemicals.

"The schools must help students find better avenues of sa-

tisfaction, meaning and fulfillment," says Levy, "and must strive to develop each student as a human being capable of rational decision - making, for in the long run, the decision rests with him. The student's own value system and his assessment of consequences is the best deterrent to drug abuse. Decision - making can best be fostered through the simple group processes in an honest, open setting which allows a free exchange of ideas and an atmosphere where a student feels free to express his innermost thoughts.

"We must restructure the school environment to make each student's experience relevant to his needs, interests, and aspirations. The school atmosphere should encourage acceptance of all students and understanding of their individual needs which, when frustrated, may lead to drug involvement."

The Role Of The Teacher

"Open, honest, and equipped teachers who can handle small group process technique are the core of an effective drug education program," says Marvin Levy. "The teacher should not have to play detective, psychiatrist, nurse, or policeman. He is merely a catalyst in the learning situation because learning occurs in the learner. To become a catalyst," explains Levy, "the teacher must have credibility and must present **all** sides of the issue so that students can make the decision best for them. There is a lot of wrong information in books. Teachers must be able to determine fact from nonsense, otherwise kids — who often know more — will tune them out."

"Teachers must tell it like it is and admit it if they don't know something," agrees Ron Grognet, a former high school teacher who is now a psycholo-

gist and coordinator of the drug treatment program at St. Elizabeths, a federal mental hospital operated by NIMH. "I go around to different schools to talk to students and find that the naivette of teachers and even school nurses about drugs is fantastic. We often have to shoo the teacher out of the classroom so that the kids will be comfortable. An informal, open atmosphere is absolutely essential for this two-way communication. And teachers should never have to report drug use because rapport will never be established without trust."

Any in-service effort should include all school personnel, Levy emphasizes.

When And How

"The central contribution the school can make is in the realm of prevention — not therapy," stresses Levy. For this reason, those who advocate a comprehensive drug education program believe it should start in the elementary school with an explanation of the common drugs found around the home — from cough syrup to aspirin — including who is to use them and why.

Levy sees a drug education program as an interdisciplinary one which cuts across all subject areas (but with major focus in health education), grade levels, classroom and out-of-class activities, and across the entire life of the school. Encounters with resource persons from sociology, psychology, psychiatry, treatment, and rehabilitation should be part of the program.

"A careful appraisal of the nature of the school population, available resources, and community climate is needed," he states. "A drug abuse education program must represent a close

articulation of the school and community and obtain the understanding, sanction, and cooperation of the local school board. School programs need to be planned to encourage parent and community participation, understanding, and support so that they do not intimidate the young and widen the generation gap and alienation feelings."

He concludes: "The drug problem is an urgent one, but it would be a calamity to allow this urgency to result in school policies which punish rather than support, alienate rather than enlist, frustrate rather than hearten . . ."

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TORNADO FACTS

(Continued from Page 29)

difference between life and death.

When you receive a tornado warning, seek inside shelter, preferably in a tornado cellar, underground excavation, or steel-framed or reinforced concrete building.

—Stay away from windows.

—If you are in an office building, stand in an interior hallway on a lower floor, or basement.

—Factory workers should post a look-out and move to the section of the plant offering greatest protection.

—In homes without tornado shelters, the basement usually offers greatest safety.

—Seek shelter under heavy furniture in the center of house if you have no basement.

—Keep some windows open, but stay away from them.

—Do not stay in mobile homes when a tornado warning is received.

—In schools, go to an interior hallway or basement shelter; avoid auditoriums, gymnasiums, and other structures with wide, free-span roofs.

—If you see a tornado — and if there is time — report it to your local Weather Bureau office, or to law enforcement agencies.

—During tornado emergencies, stay tuned to radio or television for latest messages from the Weather Bureau.



Chavis To Seek Seat On Council

Vance H. Chavis, principal, Lincoln Junior High School, announced recently that he will be a candidate for the Greensboro city council in its May 6 election.

Vitally interested in housing, he visualizes a "decent standard house for every person", more public and private housing units and the elimination of blight and demolition of all sub-standard houses by use of city codes and redevelopment.

He believes more should be done in the area of recreation, as well as, traffic and street improvement.

A graduate of Johnson C. Smith University, Mr. Chavis obtained his master's degree from North Carolina College, Durham, N. C. He has taken additional work at the University of North Carolina in Chapel Hill and Greensboro, A & T University and the University of Wisconsin.

After teaching sciences at Dudley High School for 25 years, he became assistant principal of Lincoln Junior High School in 1955. He is active in numerous groups and organizations.

The Principal and The Non-Certified Staff

By J. T. McDONALD, Principal

Mount Zion Elementary School

Greensboro, North Carolina

The people who are the elementary school principals in America vary tremendously in perceptions of their role, in personality, in professional insight and in competence. They span the gaps between the mechanic and the creative leader, the educational policeman and the democrat, the unstable and the emotionally balanced, the educationally ignorant and the professionally insightful, and the forbidding and the friendly. Thus, there can be no one image of the principal held in common by a large percentage of our people. Regardless of which image he gives, the principal is responsible for the total operation of the school. He is concerned about the welfare of the entire school family. The ability to get along well with people should probably be his most important asset. He should be concerned about the morale of the staff, both certified and non-certified. He can not disregard the importance of employee morale if he is going to operate a good school. He should always strive to create and maintain a good working relationship among the staff members. The principal has a significant obligation in the personnel administration of the school. Effective communication is the key to good staff morale. In just about every recent study of the characteristics of the successful school administrator, evidence is found that he is an effective communicator of factual and helpful information.

The functions of the non-certified staff are the performance of services other than teaching, administration, and supervision of the school. This group of employees may be classified as: operational, maintenance, and service. The employment of all personnel, both certified and non-certified, should be done with much scrutiny.

The principal should set the climate for respect to penetrate the school for the non-certified, as well as the certified staff. The teachers and the students usually follow the rapport set by the principal. The custodian and the cafeteria workers are very important people in the operation of the school. They are mainly concerned with the physical aspects of the plant, both in and outside. Their importance to the school should not be under-estimated. They should not be looked down on, but should be appreciated, accepted and respected by all and in return give respect.

The secretary is another very important figure in the operation of the school. She is a key person in a key position. She is probably the first person at the school to meet and greet visitors, parents, and patrons. She should always be kind, cordial, and friendly. The clerical staff is usually determined by the size of the school. The nature and the size of the clerical staff is determined, not only by the administrative requirements for clerical services, but more especially by the extent of its use to

(Continued on Page 38)

Negro Educator Slain

What kind of a time do we live in when a man is not safe anywhere? What kind of society do we live in when a Black Man can not drive the streets of our country without some Klan or drunken white driving up beside him and without provocation shooting him to death? What kind of State do we live in when a Black Man, wounded by some drunken, Klansman with a gun, could not get the medical attention necessary to save his life at a "white" hospital? This was the plight of a former Wake County Negro educator — George Edward Kitchen.

Recently, George Edward Kitchen was driving along Peace

Street in Raleigh, North Carolina alone, and minding his own business. Suddenly, a car carrying three white men who had been out drinking and driving around, drove up beside him and shot him in the mouth for no apparent reason.

Kitchen was carried to Rex Hospital in Raleigh where he was treated and released in a short while by Dr. Sparrow, but not admitted. A few pellets had been removed from his throat. When he left the hospital, he had to be carried in a wheel chair. Later that night, his wife discovered a piece of tooth lodged in his tongue which had caused his tongue to swell to proportions which almost cut off his breathing. Mrs. Kitchen called in a dentist that night who said the patient should be in a hospital. He was carried to Wake Memorial the following day and other pellets were discovered in

his throat. He died there one day later.

George Kitchen, a young man and a Cum Laude graduate of Elizabeth City State College, leaves a young widow with two infant children behind, one 4 years old, the other 4 months. Mrs. Kitchen is a public school teacher in the Raleigh City Schools.

Because of the untimely death of George Kitchen, and because of the negligence and racial treatment exhibited at the Rex Hospital, it is necessary that, to this end, the "Kitchen Fund" has been established. Sponsors of this Fund are asking friends of the family, educators in North Carolina and sympathizers of the cause to send all donations to:

"THE KITCHEN FUND"
Mechanics & Farmers Bank
Post Office Box 1466
Raleigh, North Carolina 27602

THE PRINCIPAL

(Continued from Page 37)

free professional staff members for more constructive service. New instructional programs, for example: team teaching, non-graded and Headstart are making greater use of clerical services.

In conclusion, the non-certified staff should be accepted members of the school family. They should be respected and should give respect. They should love their work and take much pride in it. They should always give their best effort and in return, receive satisfaction and benefits. They should be excellent public relations agents for the school. Finally, they have a moral obligation to the school, because, this is their livelihood.

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NAACP Sues

By ELLEN HOFFMAN
Washington Post Staff Writer

The NAACP Legal Defense Fund filed suit recently to regain the jobs of 71 Negro teachers and teacher aides who were fired when Federal funds were cut off from a segregated Mississippi school district.

The teachers and aides, employees of the Coahoma, Miss., Board of Education, were fired February 14. The district's Federal funds were cut off December 19, when the Department of Health, Education and Welfare ruled that a "freedom of choice" plan had not led to desegregation.

Suit was filed in Federal District Court in Clarksdale, Miss., by the Fund with the support of the Mississippi Teachers Association.

The Justice Department is "looking into" the possibility of entering the case, Washington sources said.

Jackson, Miss., attorney Reuben Anderson said the suit contends that the employees should not lose their jobs because of the school board's failure to comply with Federal law requiring school desegregation.

All of the fired employees were paid out of Federal funds allotted to the District under a program designed to improve the education of poor children.

The school system operates three white schools and nine black schools for about 1,100 white children and 4,600 black children.

In New York, Fund lawyer Jack Greenberg explained that the purpose of the suit is to encourage the Nixon Administration to follow up fund cutoffs with positive action toward desegregation.

In Washington recently, an NEA-sponsored conference on civil rights went on record in favor of legal action against members of school boards who

"wilfully violate the law of the land" by refusing to desegregate their schools.

Another development of the conference was endorsement of community control of public schools by an NEA affiliate for the first time.

The "Center for Human Relations" took the position in response to demands by a black caucus. Effect of the endorsement is to place greater pressure on the 1.1-million member organization's executive board to endorse community control.

SUGGESTIONS
we hope prove useful

Fun Spectacles To Make And Play With

Youngsters not only have a good time making these play eyeglasses, they enjoy putting them on and acting different characters. All you need are odds 'n ends, pipe cleaners, paste, poster paint.



PAPER CUP HANDLE
SUNGLASSES

Handle from a paper drinking cup is perfect shape to form the sunglasses. Lenses are colored cellophane from candy boxes, etc. *To make:* Cut cup handle in half. Fasten halves together to form glasses frame. Paste cellophane to the frames. Fasten pipe cleaners to fit over ears. Cut big eye holes.



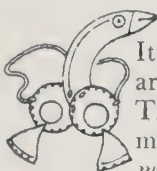
I LOVE YOU SPECS

These glasses are fun to wear at any time but especially at a birthday party. *To make:* Cut out 2 heart shapes from red cardboard or paint plain cardboard red. Use pipe cleaner to join hearts with pipe cleaner for nose bridge and for ear pieces. Cut big round eye holes.



SPACEMAN
WRAPAROUNDS

Cardboard cut from side or wall of an oatmeal box will make a natural wraparound. No ear pieces needed, the shape holds glasses on. *To make:* Cut 1½" strip from oatmeal box to fit snugly over face. Cut big square or rectangular eye holes. Notch for nose. Round off 2 ends which fit back of head. Paint with diagonal strips.



GOOSE GLASSES

It's fun to say "Where are my goose glasses?" They look so silly they make folks laugh. *To make:* Join together with pipe cleaner 2 cardboard liners from jar lids. Cut big eye holes. Use border of a paper plate for head, feet, beak. Decorate with poster paint. Tie on with yarn.



Delicious wake-up taste

This happy, healthful treat of delicious Wrigley's Spearmint Gum gives you a little lift. And the chewing helps ease tension.

NEA's Financial Outlook—This Year and Next

A Report to the NEA Board of Directors

February, 1969

Atlanta, Georgia

By SAM M. LAMBERT

Executive Secretary

National Education Association

The NEA budget this year is \$15,362,000. It is based on a projected total membership of 1,008,000 a projection which assumed a 7 percent loss in members from last year's total of 1,082,000. This loss was projected in the budget adopted because of the increase in dues from \$10 to \$15, effective September 1, 1968.

Membership Outlook

The preliminary membership reports for this year are not encouraging. Membership is now running 175,000 behind the same date last year. A part of this lag is accounted for by computer system problems at NEA and in a few of the states. Other states are late in returning membership lists.

The projections of membership for the year range from a low of 975,000 to a high of 1,025,000. There is still some hope of holding the loss to about 7 percent; however, the loss could run as high as 10 percent or 12 percent. If losses do run higher than projected, we will be hard pressed to finance the current program.

The membership outlook for next year is for a gain of 50,000 new members including 30,000 new members from the states which are unifying in 1969-70. This does not account for the possibility of heavy membership losses in the six southern states where merger is most difficult and time is running out. There are about 100,000 members in these six states. If mergers fail to materialize and these association are disaffiliated, we could lose up to 50 percent of the current membership in one year. This loss would offset all membership gains expected from the other states.

In addition, it is extremely difficult to assess what impact the withdrawal of the AAHE to an "associated" status will have on the 28,000 NEA members in higher education. By next fall we will have underway a vigorous program of services for faculty members in higher education to offset the potential loss of current NEA-AAHE members. We expect to minimize the loss of members

from higher education with this new program next year and to increase the number of members from higher education in subsequent years.

Financial Outlook

First, I want to underscore the essential long-term solvency of the NEA's financial condition. The NEA headquarters is not mortgaged. The land and buildings have an asset value of over \$11.5 million. In addition, the Permanent Fund investments stood at \$3.5 million on January 1, 1969. Of this total, \$832,000 had been loaned to the General Fund and \$210,000 invested in the Educators Fund Management Corporation and Teacher Services Corporation. The remaining \$2,458,000 might be used for operating expenses with proper authorizations. The wisdom of using these limited resources for one-time support of ongoing programs is questionable. This reluctance to use the balance of the permanent funds for operating program expenses is also related to the acute shortage of space at NEA headquarters and the anticipated need to finance additional space for the NEA and its departments.

Our short-term financial outlook is critical. First I will outline the immediate financial problems and then I will outline the course we will pursue to improve the situation.

1. On May 31, 1968, the General Fund balance was \$379,791. In October, \$969,274 was transferred to the DuShane Fund to meet last year's expenditures for grants and litigation to protect the rights of individual teachers and affiliated associations and the asset value of outstanding DuShane Fund loans. If that transfer had taken place last May 31, the General Fund balance would have been in deficit by about \$590,000. We have no more General Fund reserves to draw upon.
2. Cash receipts from membership dues are lagging further behind each year. A total of \$1,523,000 was owed to NEA for membership dues on May 31, 1968. About \$5,668,000

was outstanding on February 1, 1969, mostly from this year's dues. With the higher dues and the increasing lag in payment, \$3,000,000 may be outstanding by May 31, 1969. Expenditures are outpacing cash receipts at an accelerating rate. This means that the NEA is operating on borrowed funds a good part of the year.

3. The NEA has borrowed \$4,530,000 for operating expenses at the peak borrowing period last October: \$3,600,000 in short-term loans from the bank; \$841,000 from the Permanent Fund; and \$89,000 from the trust fund of the Travel Division. As of February 1, 1969, the General Fund indebtedness totaled \$2,332,000; \$1,500,000 is owed to the bank and \$832,000 to the Permanent Fund.
4. The conversion of our data processing system to new equipment has been fraught with problems. The equipment originally ordered failed to function this fall. With new and more expensive equipment, the system finally became operative again on January 13. The time lost and the new equipment will cost about \$275,000 over the amounts budgeted for the Records Division and TODAY'S EDUCATION since it has been necessary to continue mailing TODAY'S EDUCATION to all members enrolled last year. This crisis has also affected the distribution of the Student NEA magazine, IMPACT; thereby seriously handicapping the Student NEA in its drive to regain membership lost last year when SNEA's dues increased.
5. Beginning next year, our federal tax status will change from the third to the sixth IRS category of a trade association. With this change we face certain tax costs of \$82,000, almost certain tax costs of an additional \$231,000, and possible increases in mailing costs of \$100,000. These addition costs for next year in taxes and postage total \$413,000.
6. On all fronts, prices are rising. Prices of travel, printing, and office supplies are spiraling. We are now negotiating with the NEA staff for increases in salaries and other benefits. The NEA Cabinet team negotiating for management and the negotiating team for the NEA Staff Organization failed to come to an agreement and the negotiations will soon be resumed at the next level

between NEASO and the Executive Committee.

7. Demands for new and expanded program for next year are extremely heavy. To date the Budget Committee has received requests for \$15 million in new and expanded programs for next year. The pressures for programs that would double the NEA budget next year are coming from the NEA staff as well as all of the spokesmen for the state and local affiliated associations. In addition, with no more space in the NEA headquarters building, we are hard pressed to acquire more space to meet the growing needs of NEA financed units as well as the NEA departments.

We know that without a phenomenal increase in membership next year, and without a dues increase possible before 1970-71, we must begin trimming, economizing, and cutting out unessential expenditures so that we can maintain the essential program of service to our members and affiliates.

At our request, you have given President George Fischer and me the authority to reduce drastically expenditures for the rest of this year below the budget allowances of the NEA financed units.

We will reduce the deficit as much as possible for the remainder of the year. This means that:

- many positions now vacant will remain unfilled
- some meetings will not be held
- some reports will not be published
- some trips will not be made. But at the same time, the authorized program will continue. For example, an authorized conference will be held, but with staff in attendance limited to the minimum essential and fewer costly meal functions. All except essential reports and publications will be trimmed back and delayed. The NEA financed units will be asked to prepare plans for curtailing expenditures and will be held accountable for carrying out these plans.

Between now and the end of the year we will take all possible steps to minimize the deficit position of the General Fund.

The Integrity of President Nixon

Drew Pearson's Merry Go Round let the "cat out of the bag" recently when it told of President Nixon's behind the scenes moves during the Republican National Convention last year with South Carolina's Senator Strom Thurmond. As we warned in a previous editorial in this newspaper, immediately following the G. O. P. convention, there was great danger of Nixon becoming a puppet president with Thurmond pulling the strings from behind the scenes.

It will be recalled that it was Strom Thurmond who had the honor of escorting Nixon to the podium to make his acceptance speech after his nomination. It now appears, according to Drew Pearson, that an unholy alliance has been formed between Nixon and Thurmond with the former promising, if elected, to "let local districts set the guidelines for school desegregation." This, it appears, was the price Nixon agreed to pay for Thurmond's promise of delivering the white southern vote to him in the national election.

Said Drew Pearson in his Merry Go Round column of Tuesday, February 25, referring to the deal: "Throughout the presidential campaign, Thurmond repeated the promise up and down the South. Wait until Nixon reaches the White House, he promised his southern satrapy. The order will be restored."

Thus it now appears that unless Nixon is less than a man of his word that Negroes of the South are in for hard sledding during the present presidential administration, so far as the integration of schools is concerned. It may be that Nixon, in keeping with his present trip abroad, will make a similar trip through the southern states where he will meet and greet white leaders of the South as their new found "Moses."

If he keeps the promises, it is reported he made to Thurmond, the people of this country may discover, ere it is too late, that they have a puppet president in the White House with Thurmond pulling or manipulating the strings from behind the scenes of his post in the U. S. Senate.

—Carolina Times, Durham, N. C.



Libby Gets Second Doctorate

Mrs. Elizabeth Duncan Koontz recently received her second Honorary Doctorate of Human Letters for her outstanding contribution to society. Libby was the first Negro to become President of The National Education Association and served only half her term when she was elevated to the very high post of Director of The Women's Bureau of the U. S. Labor Department. Mrs. Koontz was recently sworn in as a committee member in the United Nations.

In special ceremonies at Saint Augustine's College in Raleigh, North Carolina, Dr. Prezell R. Robinson, President, pictured at left above, conferred the degree upon Mrs. Koontz. Academic Dean, Joseph Jones, Jr., placed the Doctorial Hood on her. Looking on is Right Reverend W. W. Moultrie Moore, pictured at right.



President Rudolph Jones (left) shows the scale model of Fayetteville State College's long range expansion plans to Miss Gladys Forte (center) and William Monroe. Miss Forte is the recipient of the Cumberland County Unit, North Carolina Teacher's Association's scholarship for the 1968-69 year. Mr. Monroe is the unit president.

An NCTA-LDF Awardee Receives Appointment

The University of North Carolina announced recently that James A. Garriss, a Negro student from Powellsville, has been appointed assistant director of admissions.

Chancellor Carlyle Sitterson said Garriss assumed his duties February 1. He is filling a vacancy left last September when Richard Cashwell became acting director following the death of Charles Bernard.

Most of Garriss' work will be in recruiting and visiting predominantly Negro high schools.

Garriss, 21, is a senior majoring in political science and sociology. He is to graduate in June and will begin law school at the University of Michigan in September.

A faculty committee last December recommended that a Negro be named to the post. The black student movement demanded that a Negro be named to the staff of the office of admissions when it presented Sitterson a list of 23 demands December 11.

Sitterson said another demand was being studied. He said the dean of the General College, Raymond Dawson, is appointing a student-faculty committee to make recommendations in an effort "to enrich and extend the University's program in Afro-American studies."

New and Observer, Raleigh, N. C.

RETRACTION

The Editor wishes to apologize for the incorrect use of the apostrophe in 'Theirs' on the cover of the January issue of the N. C. Teachers Record. The title should have read

"THEIRS IS ETERNITY".

The Cover

READING LEFT TO RIGHT:

Harriet Tubman liberated 300 slaves in nineteen trips into the South. "General" Tubman lived until 1913, devoting her life to helping others.

In 1893, Dr. Daniel Hale Williams performed the first successful heart operation. He campaigned successfully to open the nursing profession and its schools to Negroes.

Lewis H. Latimer worked with Alexander Graham Bell and Thomas Alva Edison and became an expert draftsman. He was a member of the Edison Pioneers and wrote a book in 1890 explaining the use of the electric light to the public. After retiring, he published a volume of his poetry.

In 1929, Oscar De Priest of Chicago was elected to Congress. He was the first black man to represent a Northern district.

Representative Jeremiah Haralson of Alabama was one of twenty-two Negroes elected to Congress between 1870 and 1898. In 1875, he asked for more schools for Negroes and whites and suggested federal aid to education as means of financing their construction.

W. E. B. Du Bois, editor, historian, sociologist, essayist, poet, novelist, NAACP official.

Negro militants Reverend Milton Galamison, Congressman Adam Clayton Powell, and Malcolm X.

A. Philip Randolph, America's leading Negro union leader, battled all his life to win union acceptance of equal justice for all Americans. He planned the 1941 and the 1963 March on Washington.

Dr. Robert Weaver was one of many Negroes in government during the Roosevelt Administration. He came to Washington in 1933 and has remained in government. He was the first Negro to sit in the President's cabinet, serving as Secretary for Housing and Urban Development.

Kelly Miller, essayist.

Richard Wright, novelist.

Jan Matzeliger, a Lynn, Massachusetts cobbler, was only 30 when he invented a machine that vastly simplified shoe manufacture. When he died several years later from tuberculosis, he left his money to a church.

Countee Cullen, Harlem poet.

During World War II, Dr. Charles R. Drew developed the blood plasma system for the Red Cross. In 1950, after an automobile accident in North Carolina, he was refused admittance to a "white" hospital and bled to death.

James Weldon Johnson, poet, historian, NAACP leader.

Carter Woodson, historian and scholar.

Paul Lawrence Dunbar, poet and novelist.

BACK COVER — READING LEFT TO RIGHT

Lincoln persuades his cabinet that slaves in every territory should be freed. He acted because he wanted to weaken the South, not because he opposed slavery.

Mary McLeod Bethune became a leading member of President Roosevelt's Black Cabinet. One of seventeen children, she began a Florida college with six students and \$1.50; it grew into a million dollar institution.

Emancipation meant a chance to receive an education. These ex-slaves in Charleston, South Carolina were attending school before the war had ended.

O. R. Anderson was one of five Negroes who took part in John Brown's 1859 raid on Harper's Ferry. He was one of the few men to escape capture.

Ben Hodges used his wits more than his gun. A noted Dodge City crook, cattle thief, and card cheat, he always amused those he cheated and rarely landed in jail. He was buried near the men who knew him best so that even in death they could keep an eye on him.

Nat Love, better known in the cattle country as Deadwood Dick, was one of 5,000 black cowboys who drove cattle up the Chisolm Trail after the Civil War. He was one of the West's wild men — shooting up Dodge City, riding with Jesse James, Bat Masterson, Buffalo Bill, and Billy the Kid.

Despite laws making it a serious crime, some Negroes and whites taught slaves to read and write. Some slaves educated themselves.

Colonel Charles Young, 10th Cavalry, was the highest ranking Negro officer in the United States Army at the outbreak of World War I. In 1916, he served with John J. "Black Jack" Pershing in the Mexican campaign against Pancho Villa.

Major Martin R. Delany, first Negro field officer in the country's history, had the highest rank of the seventy-five black officers appointed during the Civil War. Delany, a medical man, world traveler, writer, and lecturer, was extremely proud he was black.

President Roosevelt and Dr. Carver meet. During World War II, Dr. Carver's scientific work helped the United States war effort.

Dorie Miller was America's only hero at Pearl Harbor. Boxing champion of the West Virginia, he dragged his wounded captain to safety and then began manning a Navy gun for which he received no training. He brought down four enemy planes and on May 7, 1942 was awarded the Navy Cross.

The crew of the first helicopter flight to the South Pole, February 4, 1963.

During World War II, a picket asks for job equality in civilian life.

Report of Necrology Committee

IN MEMORIAM

Name	School	Position- Grade-Subject
Nicholas L. Dillard	Caswell Co. High	Principal
Harry L. Bryant	Highland Jr. High	Principal
Mrs. Josie B. Carr	Dillard High	Social Studies
Lafayette A. Cook	Carver Crest	Principal
Mrs. Eleanor G. Hall	Kennedy Junior	Teacher
Mrs. Sadie B. Jeffries	J. F. Gunn	Primary
Mrs. Doris W. Clayton	James B. Dudley	Grammar
Mrs. Mattie B. Wilson	Gregory Elementary	Retired Teacher
James E. Stewart	Rosenwald High	Math & Social Studies
Thomas M. Ringer	Nash County Schools	Director, ESEA
Rev. J. W. Wiley	Swift Creek High	Principal
Allen B. Wimberly	Nash Central High	Teacher
Mrs. Eleanor R. Green	Person-Albion	Primary
Orlando F. Hudson, Sr.	High Point City School	Coordinator, ESEA
Mrs. Emma J. Harrell	Robert L. Vann	Grammar
John W. Brown	Western Union	Principal
Mrs. Catheryn J. Walton	J. S. Bond Elementary	Teacher
Matthew M. Brinson	J. S. Bond Elementary	Teacher
Mrs. Eather R. Singleton	W. S. Etheridge	Teacher
Dr. S. E. Duncan	Livingstone College	President
Miss Willie M. Jefferies		Retired Teacher

Medicare Under Social Security

Beginning in January, an older person who goes to the hospital under Medicare will be responsible for the first \$44.00 of his hospital bill — now running about \$600.00 for the average hospital stay by a Medicare beneficiary, Robert A. Flynn, social security district manager, said. The \$4.00 increase, from the present \$40.00 deductible, results from a provision in the law requiring an annual review of the deductible amount. The first such review the law provided, was to be made in 1968.

The law specifies that if this annual review shows that hospital costs have changed significantly, the hospital deductible

amount must be adjusted for the following year. Necessary increases in the deductible amount are to be made in \$4.00 steps to avoid small annual charges. Following the formula in the law, and figuring the ratio of inpatient hospital costs under Medicare in 1966 with those in 1967, the deductible amount for 1969 worked out to \$45.36. Rounded to the nearest multiple of \$4.00 this will make the deductible \$44.00 for 1969.

The results of the annual review of the inpatient hospital deductible also apply to the dollar amounts of Medicare beneficiary pays toward a hospital stay of more than 60 days, or a

posthospital extended care stay of more than 20 days.

These amounts therefore will also increase by 10 percent, effective January 1 — to \$11.00 a day for the 61st through the 90th day of a hospital stay; to \$5.50 for the 20th to the 100th day of a stay in a posthospital extended care facility; and to \$22.00 a day for each day of the lifetime reserve, of 60 days, the reserve account a beneficiary can draw upon if he ever needs more than 90 days of hospital care in the same benefit period. The changes in these amounts apply only to the hospital insurance part of Medicare and do not affect the financing of the supplementary medical insurance — the voluntary program which covers doctor bills and a wide variety of other medical services.

No loans are being considered until after May 1, 1969
unless covered 100% by Share Savings.

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Four Consecutive Years

NOTICE

The NCTA Credit Union Board of Directors, on September 9, 1967 adopted two (2) significant resolutions:

A. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

B. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

Life Insured Shares and Loans No Extra Cost

Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____

(Check One For Insurance Purposes)

Joining Fee \$.25 _____ No. of Shares (\$5.00 each) _____

(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, and amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

SECURITY COLLATERAL TYPE LOANS ONLY

SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

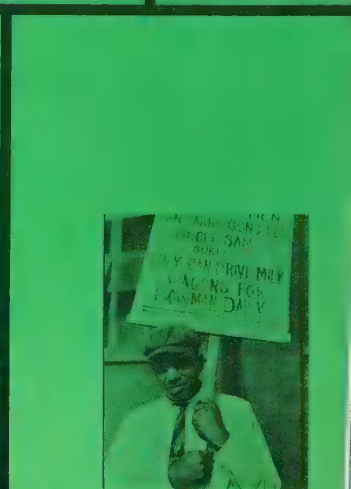
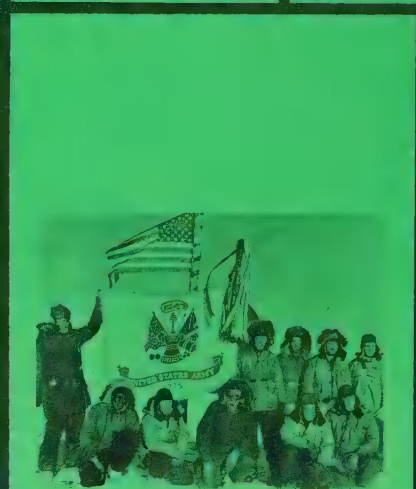
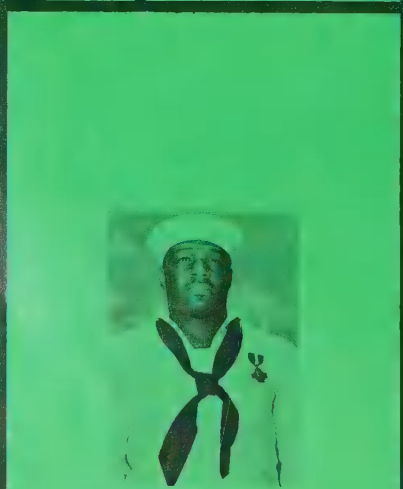
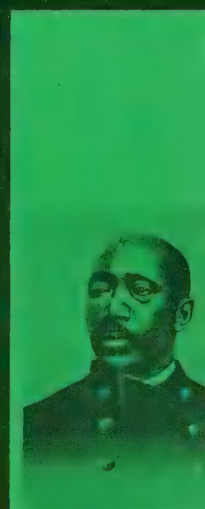
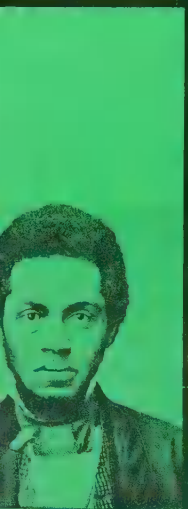
Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1967, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.



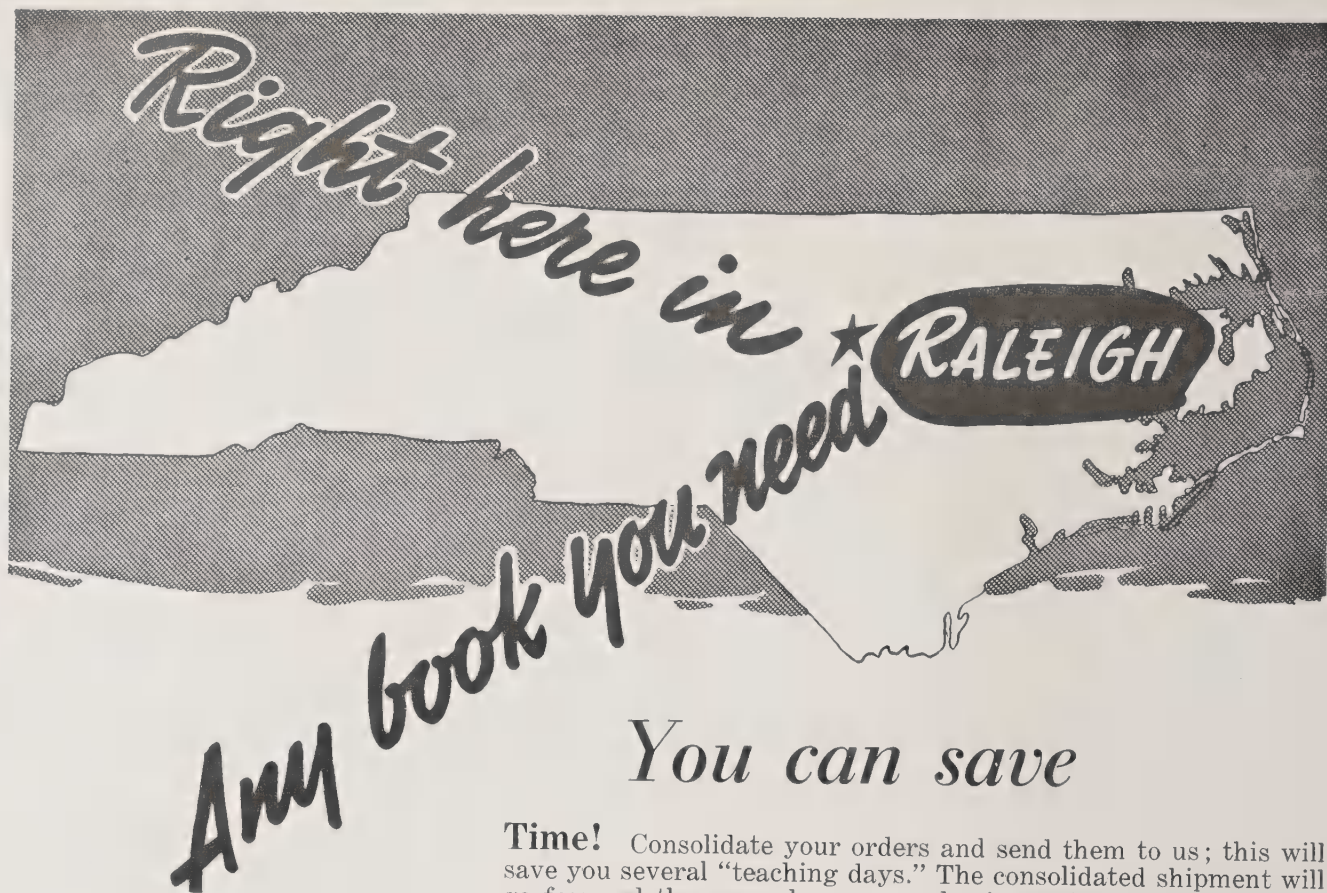
Teachers Record

OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION

JUN 2 1969



North Carolina — Variety Vacationland
State Flower - Dogwood — State Bird - Cardinal



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* * *

ABOUT THE COVER

This month's cover features North Carolina "Variety Vacationland", a wonderful place to work, live and play. The state bird — Cardinal; state flower — Dogwood.

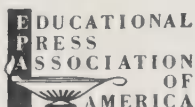
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MAY, 1969

NUMBER 3

CONTENTS

	Page
It's Your "Thing", Do What You Want To Do!	3
Letters To The Editor	5
Resolutions Adopted	6
Highlights Of The 88th Annual Convention	14
Classroom Teachers News	16
Report Of The Reactions To Factfinder's Recommendations	18
Negro Heritage	20
Auditors Report	27-28
Adopted Budget For 1969-1970	Inside Back Cover

OUR ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Army Opportunities	13
Hayes School Publishing Co.	17
Pitman Publishing Company	20
Wrigley's Spearmint	23
Livingstone College	26
N.C.T.A. Credit Union	Outside Back Cover

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DATES TO REMEMBER

NATIONAL CONFERENCE OF THE TEACHER EDUCATION AND PROFESSIONAL STANDARDS COMMISSION — STATLER-HILTON — WASHINGTON, D. C. — JUNE 24-28, 1969

ACT-NEA — JUNE 29-30, 1969—PHILADELPHIA, PENNSYLVANIA — PHILADELPHIA CIVIC CENTER

NEA CONVENTION — JULY 1-5, 1969—PHILADELPHIA CIVIC CENTER — PHILADELPHIA, PENNSYLVANIA

HAWAIIAN TRIP — JULY 6-20, 1969—HONOLULU, LAS VEGAS, SAN FRANCISCO

ANNUAL LEADERSHIP CONFERENCE — AUGUST 15-16, 1969—HAMMOCKS BEACH, SWANSBORO, NORTH CAROLINA

TWENTY-SIXTH ANNUAL CLASSROOM TEACHERS NATIONAL CONFERENCE — JULY 6-18, 1969—WEST CHESTER STATE COLLEGE, WEST CHESTER, PENNSYLVANIA

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- N. Department of Bible Teachers — Mrs. Eva M. Pratt, Durham
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It's Your "Thing", Do What You Want To Do!

By E. B. PALMER

Sometime ago, I sent to the individual membership of The North Carolina Teachers Association a letter entitled, "FREE ADVICE FOR COULD BE EXPENSIVE MISTAKES." In that communication, the NCTA members were given the most objective observations and advisement for which my state-wide, regional and national experiences provided a basis. Since it is virtually impossible, in writing or in speech, to give a complete report or the complete ground details of most problems of any magnitude, it is regretful, that the Negro membership of NCTA has to receive "piece-meal" information. None-the-less, this article is written as another attempt to report to the membership some of the progress and problems which the NCTA is experiencing and may expect to experience.

In the field of legislation, the NCTA has sought in this 1969 General Assembly, and is still seeking, to get the following items established into law:

1. National average salaries for teachers
2. Additional teaching personnel
3. Reduction in teacher load
4. Additional Summer Programs
5. State supported kindergartens
6. Elimination of The National Teacher Examination
7. Guidelines for school desegregation to prevent elimination, reduction in rank or the passing over for promotion of Negro administrators, supervisors and teachers from the State
8. Tenure
9. Objective criteria for determining eligibility for the roles of a Professional Teacher and Educational Specialist in the re-definition of the teaching roles if The Governor's Study Commission's recommendations are adopted
10. Extended term of employment of teachers and administrators with 12 months salary.

Though we are at work on the state level, this is not enough. We need both your local association and you individually, to continue to approach your representatives in The General Assembly to recruit their support of measures in the above areas. Hats off to the Raleigh City units of NCTA and NCEA who recently gave a reception for members of The General Assembly. All local units of NCTA should try to involve their representatives in their local programs from time to time. However, it's your "thing", you can do what you want to do!

In the area of special services, three new items are being considered for next year's program:

1. A car leasing service
2. A Horace Mann Home Owners Policy Insurance.

Of course, the NCTA Credit Union and The Hammocks Beach Program will be increased and hopefully, with your increased support, these will be improved. It's your "thing", you can do what you want to do!

Programs in NCTA will take on a new look next year. We are hopeful of moving away from the stereo-type duplication of in-service training programs to the much needed emphasis on programs more pertinent to the profession—Standards and ethics of the profession; responsibilities and rights of the profession; needed legislation, welfare and protection of the profession and human and public relations in the profession. These programs will have to have an intra-relation on the local, state and national levels and will have to be designed and implemented to meet the real needs of the profession. Thus, a change is recommended for district meetings, in 1969. Locals, likewise, will receive recommended guidelines for a year's program. The degree to which these recommendations are implemented will be determined by you. It's your "thing", you can do what you want to do!

In the area of welfare and protection, the NCTA currently has 46 cases in court — twenty-two are under investigation and for mediation.

When one thinks in terms of merger, one should ask himself — "Will these cases be assumed and continued by a new association?" I suspect, the answer may need a re-consideration of our desires. Complaints are reported in the office weekly, on a basis as follows:

1. Negro principals being eliminated (to be replaced by whites) — one per week since April 1, 1969
2. Negro principals to be demoted to assistants under a white principal (three per week since March 7, 1969)
3. Negro principals to be placed back in the classroom and replaced by white principals — 6 since April 2, 1969
4. Negro principals to be moved into the central office or other areas of employment and replaced by whites (some schools to be closed) — 3 since April 9, 1969
5. Negro teachers not being recommended for re-employment by white administrators for various causes — 8 complaints since March 25, 1969
6. Negro teachers fired for incompetence by white superintendents since March 1, 1969 6 complaints
7. Negro teachers fired for substandard certificates, not having passed the NTE — 7 complaints
8. Number of new Negro teachers not employed for 1968-69 school year as compared to previous years — unknown

In Charlotte, N. C. the figures read thusly— 1966 — Negro teachers constituted 44% of the teaching force. In 1969, they constitute 22%. Of the 722 new teachers hired in Charlotte for 1968-69 school year only 17 of these were Negroes

9. The number of Negro teachers not to be recommended back for the 1969-70 school year — unknown, but expected to be much higher than normal.

The NCTA has realized 7 victories during the year and no defeats in court and negotiations. The success or failure in handling future problems will depend on the degree to which the NCTA members stick together. It's your "thing", you can do what you want to do!

In the area of merger, which is secondary to the needs of NCTA (considering the problems we face), we are still at an impasse. The factfinder has made his recommendations, and the NCTA

has set forth their reactions. These may be found elsewhere in this publication. The guidelines of the NEA Executive Committee provide that a reaction to the factfinders recommendations should be registered with the NEA Executive Committee by April 30, 1969. As late as May 10, 1969, it was reported that the NCEA had not made known its official position on the recommendations. It had not been made clear to NEA officials whether or not the NCEA leadership even intended to officially consider the recommendations. Both associations are supposed to call another delegate assembly this year to consider the NEA's recommendations.

With all fairness to you, the membership, the writer does not fore-see the possibility of a merger for 1969-70, unless the NCEA is ready to make some fair and equitable agreements. The Mississippi Education Association (white) was recently suspended, because it rejected the factfinders recommendations. Several other dual associations are to vote on their merger terms in the next several weeks. From all available reports and observations, the Southern white coalition has decided to spin from the NEA, by not accepting merger terms which will provide guarantees of any relevance or which will equate the Negro professional with them. It is very predictable, that disaffiliation will take place this summer for the NCEA. It is not impossible for both associations to be disaffiliated; although it will be more than difficult for the Executive Committee to explain to the NEA Delegate Assembly why the NCTA was disaffiliated.

What-ever happens, the NCTA must go on as usual. We need to keep our membership together for our own welfare. One can expect the 1969-70 school year to be the worst year for membership raiding. It will behoove all of us to be cognizant of the different approaches which might be employed. As serious as one can be, the writer says to you, any Black Educator in North Carolina who does not belong to the NCTA during these turbulent times is taking a very expensive risk. The NCTA can not defend non-members. These are too often the ones who need help, for they felt, that they were so competent and so secure, that nothing could happen to them.

The plan is very clear as to the future of Negro educators in North Carolina and the South. Together, as members of NCTA, we might be able to do something about the problem; apart as members of another organization not working towards the above end or not belonging at all, we commit professional suicide. Which shall it be? Suicide or survival. IT'S YOUR "THING", DO WHAT YOU WANT TO DO!

Letters To The Editor

Mr. E. B. Palmer, Executive Secretary
North Carolina Teachers Association
125 East Hargett Street
Raleigh, North Carolina 27601
Mr. Palmer:

Orchids to you and your staff for planning such an inspiring and informational convention.

I've attended every convention since entering the teaching profession, but the 88th N.C.T.A. State Convention was by far the best.

The speakers were superb, and in your discussion of merger, you certainly told "it like it is". I'm sure that we, as "educators", will no longer want to "rush in where angels fear to tread", by merging now with the N.C.E.A. The facts presented were astounding, and yet so indicative of educational practices today.

The time before us will be a trying and challenging one, but I sincerely feel that with faith, confidence, good will, and understanding, together, we can solve the problems before us.

May I commend you again on such a successful convention.

I'm delighted to have had even a small part in it.

Sincerely,
(Mrs.) Lalor Williams

Dear Mr. Palmer:

The Convention (88th delegate assembly of N.C.T.A.) was really great. I have heard nothing but praise from our delegates. They were highly pleased with the speakers, the general sessions, hospitality, exhibits — in fact everything!

With best wishes

Very truly yours,
B. N. Cook

Dear Colleagues:

The Washington City Unit N. C. T. A. delegation congratulates you on the informative, constructive and enjoyable 1969 N.C.T.A. Convention.

It was well planned and conducted. We who attended feel that our leaders are very competent and are diligently working in our interest and for our welfare.

Respectfully yours,
Annie B. Teele, Pres. NCACT
and delegation

Dear Mr. Palmer:

Much praise and congratulations go to you, Edna and Ruth for the success of the entire convention.

The speakers were all just what we needed to set the tone for the convention attenders at this particular time.

Sincerely,
Vivian M. Diggs
* * *

Dear Mr. Palmer:

One week ago at the regular meeting of our association the members voted unanimously to express to you our appreciation for your leadership in the North Carolina Teachers Association.

We are extremely grateful for everything you are doing. We take pride in having a wise, courageous and respected young man as our executive secretary. Best wishes for your continued success and personal happiness.

Very sincerely,
Harriett Nunn, President
Asheville-Buncombe
Teachers Association

Dear Mr. Palmer:

Please accept my personal and sincere "Thank you!" for the very fine way you are representing our professional organization. I am proud of the North Carolina Teachers Association. Your MERGER message which you brought to the Burlington Unit N.C.E.A. (March 5) was superb!

May God continue to bless and guide you.

Respectfully,
(Mrs.) Gwendolyn G. Harrelson

Dear Mr. Palmer:

This is to thank you for your recent telegram requesting my support of the version of HR 514, which would extend the Elementary and Secondary Education Act, for five years as reported by the House Committee on Education and Labor.

As you know, the House of Representatives passed the Green substitute on April 23 and this extended the provisions of ESEA for two years rather than five years.

The Senate Education Subcommittee of the Committee on Labor and Public Welfare has not yet scheduled any further action of HR 514 as passed by the House, but you may be sure that I shall bear in mind the interest of the North Carolina Teachers Association when this legislation is reported to the Senate for consideration.

With kindest wishes,

Sincerely yours,
Sam J. Ervin, Jr.
* * *

Resolutions Adopted at the

Submitted to the 88th NCTA

Annual Delegate Assembly

March 27 and 28, 1969, and Adopted

Resolutions are designed to serve as the law and guiding principles of the Association within the frame work of the Association's Constitution. Once adopted by the delegate assembly, such resolutions stand in force as the official position of the Association, until action is taken by the delegate assembly to change or delete the existing position. With this point of view established, the Resolutions Committee submits the following resolutions and platform for the consideration of and adoption by the Eighty-Eighth Annual Delegate Assembly of the North Carolina Teachers Association on the 27th and 28th day of March in the year of our Lord nineteen hundred and sixty-nine.

I

DESEGREGATION OF PROFESSIONAL PERSONNEL

WHEREAS: Many Negro Teachers are subject to the loss of positions because of the redistricting of student population within the various city and county administrative units, due to consolidation and desegregation of schools; and,

WHEREAS: An apparent trend towards the reduction in the number of Negro educators being hired is evident; and,

WHEREAS: The North Carolina Teachers Association is dedicated to the protection of its members; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association calls upon the U. S. Office of Education, local boards of education and all involved persons to adhere to and implement the policies of the Department of Health, Education and Welfare.

BE IT FURTHER RESOLVED: That the Association deplores the demotion, reduction in number of Negro educators employed, or elimination of any educator on the basis of race, creed or color, and urges unity of efforts to protest any racially discriminatory practice or unfair treatment in the retention of their positions.

BE IT ALSO RESOLVED: That every administrator, supervisor and classroom teacher of the NCTA avail himself individually or collectively, if necessary, to serve as plaintiffs in court action should they become victims of such discriminatory practice or unfair treatment.

II

DESEGREGATION OF ADMINISTRATORS AND SUPERVISORS

WHEREAS: We, the members of the Division of Administrators and Supervisors of the North Carolina Teachers Association, deplore the actions being taken by many boards of education, wherein most cases involving the desegregation of schools, Negro administrators and supervisors are being dismissed, demoted, and/or "promoted" without recognition of preparation, ability, or term of service. We know that there are many Negroes who are better qualified for administrative positions, such as superintendencies, assistant superintendencies, supervisorships, and principalships than many of those white counterparts being arbitrarily placed above them. It appears to be a continuation of "the system" to which Negroes have been subjected for the past two hundred years. In our opinion the present plan of replacing Negroes with whites is completely undemocratic, unpatriotic and unacceptable. It is therefore our intention to actively resist these forces. We feel compelled to call the following concerns to the attention of the public:

1. The strategy and psychology of "brainwashing" the general public into believing that all Negro instructional programs, administrators supervisors, and teachers are inferior and incompetent.
2. The misuse of test results and or information to assess people of diverse and varying cultural backgrounds as having inferior intelligence ability: to wit; usage of tests based on middle class background to measure ability or I. Q. of deprived children.

88th Annual NCTA Convention

3. The placement of ill-prepared white teachers in formerly all Negro schools whose understanding and attitudes toward Negro children serve as a deterrent to their progress and achievement.
4. Placing Negro children in previously all white schools without the availability of consultative services by people who understand their ethnic backgrounds and problems.
5. The shuttling of administrators and supervisors into ESEA and other governmental financed positions without proper contracts which will ensure their appointment to positions comparable to the ones previously held in their administrative units prior to such appointments when their present employment ends.
6. That policy making decisions are being made which vitally affect Negro children without any regard for or use of proper representatives from the Negro community.
7. The unilateral pattern of desegregating the schools. We feel that this plan should be replaced by one which involves total desegregation of all schools with maximum use being made of existing facilities.

We call upon the Governor, the Legislature, Boards of Education, State Department of Public Instruction, HEW, other leaders and lay citizens of North Carolina, to realize the above concerns and to utilize every available resource to alleviate the problems inherent in the above concerns.

III

NATIONAL TEACHER EXAMINATION

WHEREAS: The State of North Carolina requires the use of the National Teacher Examination as a determinant for teacher certification; and,

WHEREAS: The National Teacher Examination is used to determine group salaries in North Carolina; and,

WHEREAS: The present use of the National Teacher Examination is designed to racially discriminate against the Negro educator; and,

WHEREAS: The Governor's Commission to study Public Education in North Carolina did not find the present use of the NTE valid and recommended its use to be relegated to the under-graduate level; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association opposes the present use of the National Teacher Examination in North Carolina.

BE IT FURTHER RESOLVED: That the Association work unceasingly to have the National Teacher Examination eliminated as a determinant for certification and/or salaries.

IV

PROFESSIONAL SANCTIONS

WHEREAS: The North Carolina Teachers Association accepts the definition of sanctions as "the process of bringing the influence of the total profession to bear upon an individual or agency responsible for policies or practices that are clearly detrimental to the welfare of the school system;" and,

WHEREAS: The Association believes that a violation of sanctions by a member of the educational profession is a violation of the Code of Ethics of the Education Profession; and,

WHEREAS: Members of the local associations have felt the pressure of having to make immediate decisions for which they are not prepared; therefore,

BE IT RESOLVED: That the Association urges the local and the state association to be cognizant of the procedure outlined by the National Education Association in "Guidelines for Professional Sanctions" in order that application of Sanctions may follow a pattern approved by the profession.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association strongly advises all local associations not to enter into invoking of Sanctions without the consultation of its State association.

BE IT ALSO RESOLVED: That the Association recommends, that the National Education As-

sociation continue to define "Guidelines for Professional Sanctions."

V

PROFESSIONAL NEGOTIATIONS

WHEREAS: The educational programs of our State continue to show the need for the total involvement of the total profession; and,

WHEREAS: The American Association of School Administrators and the NEA Department of Classroom Teachers have jointly agreed, that bargaining for fringe benefits, salaries, supplements, written personnel policies, curriculum, etc., be entered into at the local level between classroom teachers, administrators and boards of education; therefore,

BE IT RESOLVED: That Professional negotiations be established at local levels between classroom teachers, administrators and boards of education.

BE IT FURTHER RESOLVED: That the State Association and local associations be kept aware of the success or failure of state and local negotiations and that the state should act when needed.

VI

MERGER OF PROFESSIONAL ORGANIZATIONS

WHEREAS: The establishing of one strongly united professional teachers association in North Carolina is desirable; and,

WHEREAS: The delegate assemblies of 1965, 1966, 1967 and 1968 have endorsed the idea of merging the NCEA and NCTA; and,

WHEREAS: The Liaison Committee of NCEA and NCTA has sent forth a plan for terms of merger which is not acceptable by the NCTA; and,

WHEREAS: The 1968 Delegate Assembly set forth its terms of merger; and,

WHEREAS: The merger of the Association in North Carolina affects each member individually and collectively; and,

WHEREAS: One of the problems identified with the unification proceedings in other states is the failure to provide guaranteed terms which would insure a true merger rather than an absorption; therefore,

BE IT RESOLVED: That the Delegate Assembly go on record re-affirming its original position of May, 1968.

BE IT FURTHER RESOLVED: That all Negro educators and others, remain financial and

loyal members of NCTA until terms of merger are agreed upon at the state level; if ever.

BE IT ALSO RESOLVED: That no negotiations on merger be entered into and no merger consummated at the local level until terms of agreement have been established at the state level, if ever.

VII

CITIZENS ROLE OF TEACHERS

WHEREAS: The North Carolina Teachers Association believes, that every teacher has the right and obligation to be informed and active citizens; therefore,

BE IT RESOLVED: That the Association recommends, that every school system in its written personnel policies guarantee to all teachers full political equality with other citizens in the exercise of their rights in voting, discussing political issues, campaigning for candidates, running for public office or serving on Juries.

BE IT FURTHER RESOLVED: That the Association urges local associations, which have not done so, to conduct citizenship and political clinics.

VIII

TEACHER CONTRACTS

WHEREAS: Tenure and fringe benefits are conducive to high morals and a necessary sense of security; and,

WHEREAS: The present legislation in North Carolina only provides for the continuing contracts for teacher; and,

WHEREAS: The present continuing contract bill does not provide for job security; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association endorses legislation to the North Carolina General Assembly to provide tenure for teachers.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association encourage the members of the legislature to enact tenure laws which protect the job security of all teachers.

IX

TEACHER INTERNSHIP

WHEREAS: Tenure for teachers is desirable; and,

WHEREAS: A period of time is necessary to assess the potential of a teacher; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association encourage local units to

consider the area of Internship and Teacher Certification.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association encourages the North Carolina Assembly or the State Board of Education to adopt provisions which will provide for a three year period of teacher internship.

BE IT ALSO RESOLVED: That the North Carolina Teachers Association recommends strongly that local educational systems provide the necessary time and professional assistance needed to aid a teacher intern to become a professional educator.

X

PREDOMINANTLY NEGRO COLLEGES

WHEREAS: Predominantly Negro Colleges in North Carolina were created as a result of segregation; and,

WHEREAS: Predominantly Negro Colleges, with limited resources, have produced some of the nation's most outstanding citizens including-businessmen, lawyers, doctors, teachers, et. al.; and,

WHEREAS: There has been a recommendation, that Predominantly Negro Colleges in North Carolina be closed since Negroes can now go to other State Institutions; and,

WHEREAS: Close cooperation between the faculties and staff of the Predominantly Negro Colleges and the professional education associations is necessary to resolve this and other problems; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association recognizes the past and future potential contributions of the Negro Colleges and therefore, goes on record as opposing the closing of Predominantly Negro Colleges and law schools because of the availability of entrance to other colleges and universities.

BE IT FURTHER RESOLVED: That the Association exert every effort to influence the legislature to provide sufficient funds to upgrade and equate the Predominantly Negro Institutions with all other state supported institutions of Higher Education.

BE IT ALSO RESOLVED: That faculty and staff members of the Predominantly Negro Colleges be urged to join their local and state NCTA and national (NEA) associations.

XI

TEACHER LOAN—TEACHER ASSIGNMENT

WHEREAS: Additional responsibilities are being placed upon teachers and consequently teachers are overburdened with large classes, co-curricular activities and clerical details and it is increasingly difficult to insure an effective teaching-learning climate; and,

WHEREAS: The North Carolina Teachers Association is an integral part of the United Forces for Education, and our representatives have jointly developed the 1969 UFE Legislative program; and,

WHEREAS: We believe that the UFE 1969 Program is very sound and feasible; and,

WHEREAS: The Governor of North Carolina has recommended a 10% increase in salaries for educators each year of the biennium and the national average by the end of his term of office for those teachers who are considered to be the most competent and qualified, (which is another form of merit pay); therefore,

BE IT RESOLVED: That the North Carolina Teachers Association fully endorses the total UFE Legislative Program for 1969-70 and works unceasingly to get the 1969 General Assembly to adopt the UFE Program.

BE IT FURTHER RESOLVED: That the North Carolina Teachers Association reaffirm its position of opposing any form of merit pay.

XII

SABBATICAL LEAVE

WHEREAS: The North Carolina Teachers Association believes, that teachers need to upgrade their academic training; and,

WHEREAS: It is found that with changing school schedules, and insufficient amount of time available for educators to do in depth and broad scale studying during the regular session of school or the summer months; and,

WHEREAS: The Association believes, that under certain conditions and with the proper approval by the school boards and administrators, educators should be granted Sabbatical leave; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association urges all boards of educa-

tion to provide Sabbatical leave for its professional personnel.

BE IT FURTHER RESOLVED: That the Association recommends, that a minimum of 50% of the educators salary be paid during this leave.

XIII

FEDERAL AID TO EDUCATION

WHEREAS: A large degree of poverty exists in many of the school communities of North Carolina; and,

WHEREAS: Locally appropriated funds have not been sufficient to develop the complete programs of education needed in all schools in North Carolina; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association fully endorses increased categorical federal aid to education; and,

BE IT FURTHER RESOLVED: That local units become fully informed on the laws governing the guidelines of the Federal Government funds for educational programs, and local school administrative units be encouraged to follow the guidelines of the Federal Government in the distribution of all funds.

XIV

THE HAMMOCKS

WHEREAS: The Hammocks Beach Property has been held in trust primarily for the use and benefit of the members of the NCTA for 19 years; and,

WHEREAS: Minimal progress in the development of the property has been realized during all these years; and,

WHEREAS: This property is now and will continue to be at the disposal of the teachers for development; and,

WHEREAS: Further development of the property is essential, in order that the teachers may enjoy the Hammocks abounding resources; and,

WHEREAS: The Classroom Teachers Association is currently attempting to raise funds to develop some housekeeping units on the Hammocks; therefore,

BE IT RESOLVED: That the NCTA membership endorse and support the plans for the development of the Hammocks as presented by the NCACT Board of Directors.

BE IT FURTHER RESOLVED: That the NCTA membership exert every effort to fully develop the Hammocks.

XV

WELFARE FUND

WHEREAS: The 1968 Delegate Assembly endorsed Welfare Fund Resolution proposed by the Division of Administrators; and,

WHEREAS: This resolution called for an annual contribution of \$15.00 per member beginning October, 1968; and,

WHEREAS: Not many contributions were made this year; therefore,

BE IT RESOLVED: That the 1969 Delegate Assembly reaffirm its endorsement of the 1968 WELFARE FUND PROPOSAL and encourages every member of NCTA to make an immediate contribution to same.

BE IT FURTHER RESOLVED: That the Welfare Fund be given a name.

XVI

OPEN HOUSING

WHEREAS: Restrictive housing based on race, creed or nationality exists in the state of North Carolina; and,

WHEREAS: Open housing is closely related to wholesome educational opportunities; therefore,

BE IT RESOLVED: That the members of the North Carolina Teachers Association and its local affiliates push open housing legislation on local, state, and national levels, which ensures the right of every citizen to live in the community or neighborhood of his choice.

XVII

HUMAN RELATIONS COMMITTEE

WHEREAS: School desegregation and the possibility of merger is upon us; and,

WHEREAS: The need to structure the responsibility for and to organize activities which will foster and promote good human relations is apparent; and,

WHEREAS: The National Education Association has structured a National Committee on Human Relations; therefore,

BE IT RESOLVED: That the Delegate Assembly authorize the establishment of a Committee on Human Relations in the North Carolina Teachers Association.

BE IT FURTHER RESOLVED: That the Delegate Assembly recommend, that local NCTA units establish a local Human Relations Committee.

XVIII

RE-DEFINEMENT OF STAFF

WHEREAS: Both the Governor's Study Commission for Public Education in North Carolina and the Teacher Education and Professional Standards Commission of the Department of Public Instruction recommended that the role of the teacher be re-defined to provide at the top level for a category of teachers known as Educational Specialist; and,

WHEREAS: This category of teachers become specialists not through training, years of service nor any other objective criteria, but rather, through subjective means such as ability, competency, etc. to be determined by the principal or supervisor or some other designee; and,

WHEREAS: With the rapid replacement of Negro administrators by white administrators, the possibility of a Negro teacher becoming an Educational Specialist is reduced to a minimum, if at all; and,

WHEREAS: This recommendation is interpreted as another approach to reduce the income level of the Negro teacher, thus another form of Meriting Rating; therefore,

BE IT RESOLVED: That the North Carolina Teachers Association go on record as opposing the use of subjective criteria for determining which teacher shall become an Educational Specialist and recommends the use of objective criteria and a committee as the determining body for this selection.

XIX

RETIREMENT

WHEREAS: NCTA believes that teachers should have adequate benefits and actuarially sound retirement systems; and,

WHEREAS: It believes in the principles of reciprocity among the retirement system of the states and territories; therefore,

BE IT RESOLVED: That the NCTA affirms its belief in the need for exemption of the pension income of retired teachers from state and federal taxes to the extent that such exemption is granted to other groups.

BE IT FURTHER RESOLVED: That a teacher be permitted to retire after 30 years of service with maximum benefits.

BE IT ALSO RESOLVED: That provisions be made to increase from 7 to 10 the number of consecutive years a member must be out of state service before he is forced to forfeit membership in the Retirement System.

XX

TEXTBOOKS

WHEREAS: NCTA believes that the teaching of black history should become an integral part of the curriculum including all multi-ethnic groups; and,

WHEREAS: North Carolina has only provided a supplementary text on Negro History; therefore,

BE IT RESOLVED: That Negro and other minority groups' history be incorporated in the regular textbooks and materials, and not taught as a separate isolated subject.

XXI

CODE OF ETHICS

WHEREAS: The NCTA urges each local unit to promote the implementation of the NEA Code of Ethics for the profession through study groups, workshops and similar media and develop uniform procedure for its enforcement; and,

WHEREAS: The NEA has revised the Code of Ethics; therefore,

BE IT RESOLVED: That the NCTA adopt the 1968 revised Code of Ethics of the National Education Association.

XXII

DISPLACED TEACHERS

WHEREAS: The NCTA recognizes the immediate need for provisions to be made to insure that all fully certified teachers currently employed in school districts which are consolidating, or desegregating be retained in that school system; and,

WHEREAS: The need for concerted effort to be made to re-employ all displaced personnel is apparent; therefore,

BE IT RESOLVED: That the 88th Delegate Assembly commends that present and past services provided by the NCTA in placing displaced and new teachers, and recommends that this service be continued.

XXIII

APPRECIATION

WHEREAS: The North Carolina Teachers Association has been signally honored by having had one of its members serve the high national office of President of the Department of Classroom Teachers; and,

WHEREAS: Mrs. Elizabeth Duncan Koontz has served in the above position with distinction, dignity and honor; and,

WHEREAS: The world is cognizant of the excellent job done in the capacity of President of the Department of Classroom Teachers, NEA; and,

WHEREAS: Mrs. Elizabeth Duncan Koontz has honored the NCTA by having been elected Vice-President-Elect of the National Education Association and served with distinction as NEA President for half the regular term; and,

WHEREAS: Mrs. Koontz had to leave her position as NEA President to serve in a higher calling to the position of Director of the Woman's Bureau in the Department of Labor, a Presidential appointment; and,

WHEREAS: Mrs. Koontz since that time has been sworn in the United Nations to serve on a committee; therefore,

BE IT RESOLVED: That the NCTA expresses its appreciation to Mrs. Elizabeth Duncan Koontz for having represented it and the Nation so well and pledges its wholehearted support.

XXIV

APPRECIATION

The North Carolina Teachers Association expresses its deep appreciation to its President, its Executive Secretary and his staff, the planning committees, the program participants, the City of Raleigh, the officials of the Sheraton-Sir Walter Hotel and the Wake County and Raleigh City Units of the North Carolina Teachers Association for their untiring efforts and unselfish services in making this convention a success.

XXV

IMPLEMENTATIONS OF RESOLUTIONS

WHEREAS: These resolutions express the desire of the members of the North Carolina Teachers Association for continued efforts in some areas and for new efforts in others; therefore,

BE IT RESOLVED: That the Assembly calls upon the Board of Directors of the North Carolina Teachers Association and staff to work unceasingly to see that these resolutions and past resolutions are implemented.

HAVE A SAFE AND
ENJOYABLE SUMMER

Coahoma County Project

The President of The Mississippi Teachers Association, Mr. D. M. Smith, releases the following information relative to the 82 teachers and para-professionals in Coahoma County who lost their jobs February 14, 1969 because of the loss of federal funds for non-compliance with HEW guidelines on desegregation of public schools.

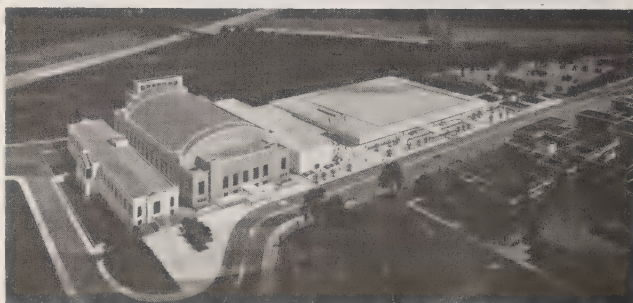
President Smith expresses profound gratitude to every organization, individual and corporation for the support given this cause.

We are grateful to President George D. Fischer, Dr. Sam M. Lambert, Executive Secretary; Mr. Samuel B. Ethridge, Assistant Executive Secretary for Human Relations; Mrs. Mary Ann Scott, Director, DuShane Emergency Fund; Mr. James H. Williams, Southeastern Regional Director; Attorney David Rosenfield, Mr. Van H. Savell and all other NEA personnel who contributed in any way to this cause.

We are very grateful to our own people, here in Mississippi, for their support and especially grateful to other states who have contributed:

To date, we have collected as gifts to this cause:

	GIFTS	LOAN
Mississippians	\$12,301.97	
NEA	7,400.00	\$17,600.00
Alabama State Teachers Asn.	1,000.00	
Idaho Education Assn.	203.20	
Michigan Education Assn.	1,000.00	
New York State Tchr's. Assn.	200.00	
Somerville Federated Tchr's. Assn. (N.J.)	50.00	
Tennessee Education Assn.	1,000.00	
Miss Constance L. Anderson (Col.) ..	5.00	
Mrs. Kay DePew (Col.)	5.00	
Mr. & Mrs. John M. Bates (Col.)	10.00	
Associated Education Services Corp. (N.Y.)	1,000.00	
TOTAL CONTRIBUTION	\$24,175.17	\$17,600.00
Total Amount Made Available	41,775.17	
Total Disbursement to Teachers and Teachers-aids	22,650.00	



Site of the 107th annual convention of the National Education Association will be the Philadelphia Civic Center in Philadelphia, Pa. More than 7,000 delegates are expected to attend the convention June 30-July 5.



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Highlights of the 88th Annual Convention



Mary Venable reacts to the keynote address at The First General Assembly.



THE CROWDS CAME! Registration was a rush for two days. Anybody you know?



BRAVO! BRAVO! The Elizabeth City State College Choir under the direction of Mrs. Evelyn A. Johnson were stupendous in their concert the evening of The First General Assembly.



O. N. Freeman, Mrs. Ruth Jones, Dr. Craig Phillips, State Superintendent of Public Instruction, E. B. Palmer, and John H. Wooten get together to discuss The First Business Session.



Mrs. English and Mrs. Miles show the educators what is available in multi-ethnic materials for The Pitman Publishing Company and Arno Press as many exhibitors display during the convention.



President Ruth Jones, presides over The Second General Assembly as dignitaries prepare to hear Dr. Hubert Hill, seated immediately behind Mrs. Jones and to the left of E. B. Palmer, the keynoter of the session.



President Jones, Dr. Wyatt Walker, The Honorable Henry Frye, Mrs. Edythe Tweedy and L. M. Hatton discuss issues and programs of the NCTA prior to The First General Session as John Lucas (background) looks on.



President Jones, E. B. Palmer, Dr. Hubert Hill and Mary Venable, President ACT get together on last minute details for The Second General Session.



Mary Venable, Mrs. Ruth Jones, Father James Woodruff, and Mrs. Edna Richards discuss the ACT banquet at The Sheraton-Sir Walter Hotel.



NEW THINGS! The ACT-NCTA Crash Program plus NCTA Jewelry. Mrs. Leonard and Mrs. Parker of the NCTA staff promote two of the NCTA programs as an interested member inquires of the benefits.



Mr. C. J. Barber, past president of NCTA, presents the award for the retired teachers of North Carolina for 1969.

Classroom Teachers News

A MESSAGE FROM THE
EXECUTIVE SECRETARY, NCACT
(Mrs.) Edna C. Richards

As Executive Secretary of NCACT, I wish to express my sincere appreciation to the members of the Executive Boards, both NCACT and NCTA for their loyalty, cooperation, and the many hours spent in carrying out the activities of the association this past year. I should also like to pay tribute to each chairman and members of our various committees.

We realize that progress has been made and goals achieved because of you, classroom teacher leaders, who have worked to make our association strong and active. To you, the representatives of the locals, I wish to express my own personal gratitude and that of the executive board for your splendid participation and activity. And "Libby", wherever you are today, we thank you for the great leadership you have given us and for your continued efforts for the good of mankind.

This year, 1968-69, our Association of Classroom Teachers theme, "Responsibility to ACT" underscores the individual responsibility which we must all assume. To move forward with such crucial tasks and legislation, professional standards, improve public opinion, improve better working relations between teacher and administrator, better school support, a better understanding of and an active position toward PR&R working conditions; and most of all a clear understanding of the merger issues between the NCTA and the NCEA. Our Association must be strong and effectively united. To strengthen our association on the local, state and national level is my personal "charge" to all our leaders.

"Everybody's talking about the weather, but nobody ever does anything about it." Does this old saying have any new meaning when applied to our association's action in promoting our association's programs? It is so easy to complain about a situation we don't like, but when it comes to doing something to change the situation, we find our energy waning or we say "we don't know what to do." Surely, at one time or another, we've heard someone use a favorite expression, "But I can't do anything about it myself," or "one person doesn't make that much difference." If everyone felt this way, can you imagine where any of us would be today?

If we want to place high expectations on our future in this profession, we all must do our part

to make the expectations a reality. No one can say there is **nothing** he can do to promote our programs. Each person must seek out the role he can play and then take responsible action.

From these ideas, you may see many more possibilities for action. The important thing is to act. The future of our association depends on you.

There is also another way of getting a job done. We must take into consideration the importance of communication and the type of meetings held. Today, meetings compete with other methods of communication and of course classroom teachers meetings compete with all other organizations. Therefore, it's our responsibility, those of us who are connected with the teaching profession, to sell our programs.

Our immediate task is to take the first major step toward the enrollment of every teacher into our profession. A special request has come to us from our national association, and an urgent need from our own association to beat the bushes for every teacher and persuade him or her to join our professional associations. NEA has lost members for various reasons, we have lost members because of the lack of knowledge of the importance to remain in our association, and because we are so easily persuaded. We, as an association, have accepted this responsibility to go out and find potential members who don't belong and **the time is now!**

Our next immediate task is to finish the job we started a year ago, in May, to support the Classroom Teacher Crash Program for the Hammocks Beach. We were given this responsibility and we must live up to our promise. The Hammocks Beach Board met Saturday, March 15, and extended the time for our project. Previously it was for one (1) year, now the agreement is indefinite, and I am sure this was done because of the confidence they have in us.

All of our programs will continue and the classroom teacher organization will remain united as an association of classroom teachers, NCTA, until such time as our "Parent Body" says "Now it is time to move." This year, your leaders, have solidified a program and a philosophy that can guide classroom teachers in the future. We have set the course, the rest is up to you.

In my travels, to date, I am impressed by the desire of classroom teachers to speak out and be heard. I am depressed by the lack of an organized voice. I hear individuals, small groups, and in between groups, but few who have said we are **all** together. The time is now! We must get together and continue the progress of our association.

The relevant past can often be used to illuminate the present, and sometimes if we appro-

priately connect the past and the present, we can see tendencies which tell us something of the near future.

"I am your leader. Make of me what you will, I shall reflect you as clearly as a mirror. If outwardly my appearance is pleasing and inviting, it is because you have made me so. If within my spiritual atmosphere is kindly, yet earnest; reverent, yet friendly; worshipful, yet sincere; sympathetic, yet strong; divine, yet humanly expressed, it is but the manifestation of the spirit of those who constitute my friendship.

But if you should, by chance, find me a bit cold, beg of you not to condemn me; for I show forth only the kind of life I receive from you. Of this you may be well assured. I will respond instantly to your every wish practically expressed; for I am the reflected image of your own soul. Make me what you will."

The following NCACT officers were elected at the 88th Annual State Convention, March 28, 1969:

PRESIDENT

Mrs. Mae Sue Henry — Greensboro

PRESIDENT-ELECT

Mrs. Annie N. Gerald — Lumberton

VICE-PRESIDENT

Mrs. Lottie M. Whittington — Salisbury

SECRETARY

Mrs. Frances Cummings — Lumberton

ASSISTANT SECRETARY

Mrs. Martha Johnson — Durham

Domestic Teacher Exchange

SOARING TO NEW HEIGHTS

The Iowa Association of Classroom Teachers invites you to a new adventure in teaching. Travel to new and exciting places, take a fresh look at teaching, get a "charge" out of life, broaden your horizons, and get a better understanding of the country in which you live.

There are ten cooperating states in the program: Washington, Alaska, Oregon, California, Hawaii, Texas, Arizona, North Carolina, Massachusetts, and Vermont.

The exchange is for teachers from kindergarten through grade 12. There are no interruptions in salary schedule, tenure, or pension plans.

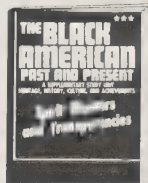
For further information contact IACT Domestic Teacher Exchange, Salisbury House, 4025 Tonawanda Drive, Des Moines, Iowa 50312.

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Report of the Reactions to the Factfinder's Recommendation of the North Carolina Teachers Association

The North Carolina Teachers Association Liaison Committee in session Saturday, April 19, 1969 reviewed the "Report and Recommendations of the Factfinder" on the merger of the North Carolina Teachers Association and the North Carolina Education Association for the National Education Association. The following is an official report of the NCTA's reaction to the Factfinder's recommendations:

1—Name

Accepted

2—Board of Directors

There shall be equal representation on the Board of Directors.

- a) The period of guarantee shall be not less than eleven (11) years
- b) A 2/3 majority vote will be necessary to resolve controversial issues especially those involving race
- c) Accepted with 11 years inserted
- d) Accepted
- e) The NCEA shall elect their person to hold the office of president or vice-president-president-elect for the first year of merger and the NCTA shall elect their person to hold the office of president or vice-president-president-elect for the first year of merger. The vice-president-president-elect shall become president the second year of merger.
- f) There shall be a Negro president every three years during the 11 year period of guarantee. All officers after the first year shall be elected by the membership. Negroes or whites may be elected to officers positions in any year not herein specified.

g) Accepted

3—Representative Assembly

Accepted

- a) The period of guarantee shall be 11 years
- b) On issues which involve race, the vote must be decided by a 2/3 majority vote.

4—Committees and Commissions

a) PR&R — Accepted

- (1) PR&R shall have complete autonomy to implement action within the framework of its budget and resources.
- (2) The budget for PR&R shall equal the average amount spent by both associations prior to merger.

b) TEPS — Accepted

c) Budget — Accepted

- d) Other committees and commissions shall have a 2-1 ratio. The rest accepted.
- e) Period of guarantee 11 years

5—Staff

- a) The executive secretary of the new merged association shall be either the executive secretary of the NCTA or NCEA at the time of merger. The associate executive secretary shall be the one not chosen to be the executive secretary. There shall be only one associate executive secretary. The associate executive secretary shall be no less than second in command, authority and salary. No one under the position of executive secretary would be on a higher or equal salary schedule or scale than the associate executive secretary.
- b) The NCTA executive secretary shall be either the chief executive officer or, but no less than, the second executive officer in the chain of command at the time of merger; and, thereafter, one of the two chief executive officers must be a Negro member of the merged association.
- c) Other staff — Accepted
- d) Personnel Policies — Accepted
- e) The salary schedule of the higher paying of the two associations will serve as the index figure for the new merged association.

6—Pension Credits

Accepted

7—Constitution

There shall be a constitution for the new merged association which shall be ratified by the NCTA and the NCEA prior to merger. During the eleventh (11) year of merger a re-studied constitution shall be presented for vote to the Representative Assembly of the merged association.

8—Budget

Prior to merger, the Liaison Committee shall recommend a budget for the first year's operation of the merged association. This budget shall be subject to approval of the Board of Directors of both associations prior to merger

9—Assets and Liabilities

The assets of both associations shall be held in trust by separate corporations for the interim period at which time the Trust Corporation will evaluate the merger to determine whether the assets will be consolidated with the new merged association. Each association will contribute twenty thousand dollars (\$20,000) to the new merged association at the time of merger. The NCTA beach property, the Hammocks, and the NCTA Credit Union are not to be considered as a part of the assets of NCTA.

10—Business Connected Interest Accepted

11—Charter Accepted

12—Representatives to Meetings Accepted

13—Affiliated Groups Accepted

14—Implementation of Plan

A Human Relations Commission composed of an equal number of Negro and white members shall be established to resolve individual and group problems which may arise from practices of the merged association.

a) This commission shall evaluate and make recommendations at the end of the interim period to advise on the future plans of operation of the new association.

15—Mediator Accepted

Respectfully submitted:

(Mrs.) Ruth B. Jones, President

E. B. Palmer, Executive Secretary

District Meeting Dates 1969

DISTRICT	DATE	PLACE
Southwestern	September 23 Tuesday	Lincoln High School Kings Mountain, N. C.
Western	October 4 Saturday	Winston-Salem State College Winston-Salem, N. C.
Coastal Plains	October 7 Tuesday	To be named
North Central	October 10 Friday	Rocky Mount, N. C. (school to be named)
East Piedmont	October 17 Friday	Ligon High School Raleigh, N. C.
Southeastern	October 24 Friday	Fayetteville State College Fayetteville, N. C.
Piedmont	October 3 Friday	To be named
Northeastern	November 7 Friday	Elizabeth City State College Elizabeth City, N. C.

The Pitman Multi-Media Program AFRO-AMERICAN HISTORY AND CULTURE

A GALLERY OF GREAT AFRO-AMERICANS



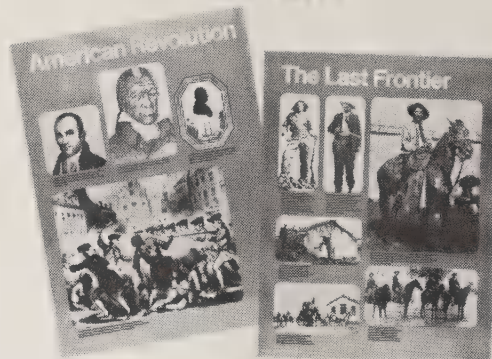
50 colorful posters, 11" x 14" on heavy stock, designed especially for elementary school use, but also appropriate at secondary school level. Each poster includes a brief, easy-to-read paragraph of significant facts about each person or event featured.

A teacher's manual indexes the 50 picture posters for use:

- by subject matter and profession
- by date through the school year
- chronologically by 8 major historical periods
- also for use with the teacher resource book, *Eyewitness: The Negro in American History*

\$20.00 NET PER SET
(INCLUDES TEACHER'S MANUAL)

EYEWITNESS: AFRO-AMERICAN HISTORY POSTERS



15 large, vivid multi-picture posters illustrate contributions of Afro-Americans to America's history from the Revolution to the present. Designed to be used as instructional aids for secondary schools, middle schools, the upper grades of elementary schools, libraries, and community centers.

Features:

- 73 separate pictures, with captions
- dark, legible type
- 22" x 28" for maximum impact with flexible arrangement
- colorful backgrounds in 3 different colors
- strong, durable, washable, almost untearable paper (texoprint)

\$29.50 NET PER SET

TEXT AND TEACHER'S GUIDE

EYEWITNESS:
The Negro in American History
William Loren Katz

"The best history book in print on the American Negro."
—*The Negro Book Club*

Designed for student use in secondary schools—as a supplement in American History courses and as a text in Afro-American History courses. (Meets B.M.I. specifications)

Also for teacher reference from pre-school through college.

CLOTHBOUND \$5.75 NET PAPERBOUND \$3.94 NET

FILMSTRIPS AND RECORDS

COMPLETE SET: 4 records and 8 full-color filmstrips. First record and two filmstrips entirely on African Heritage. Other three records and six filmstrips cover from the days of the Spanish explorers to the present.

Also available separately: Records, African Heritage Set, African Heritage Record and Text Unit, and African Heritage Text Unit.

ON APPROVAL. \$60.00 NET PER SET.

TO SEND FOR ON-APPROVAL COPIES OR FOR MORE INFORMATION, PLEASE WRITE TO DEPT. LL.



PITMAN PUBLISHING CORPORATION

20 E. 46 STREET, NEW YORK, NEW YORK 10017

Quick Quiz On The Negro In American History:

Can you name "the first martyr of the American revolution" — a black man who was gunned down by Redcoats, along with four others, in a protest against taxation without representation?

Do you know what Negro woman led more than 300 slaves to freedom on the Underground Railroad?

Who performed the world's first successful open-heart surgery?

Who developed the blood bank system?

What Negro author was a close advisor to President Lincoln and a key leader in both the Abolitionist movement and the civil rights movement of Reconstruction?

If you haven't done well on this quiz, don't toss it off to poor memory. Your U. S. history students would probably flub these questions, too — and so would their teachers. Everyone forgets facts — but you can't forget facts you haven't been taught.

And this is the problem.

* The American Negro has been deprived of his heritage, his history and his heroes.

* Equally tragic, the white American has been deprived of knowledge about, and understanding of, the Negro race and its past.

* The nation's public school system must shoulder a major share of the responsibility for rectifying this situation.

SETTING THE RECORD STRAIGHT

How can you compensate for the racial inadequacies of textbooks which, in every other respect, may be excellent teaching tools?

One of the best of more than 20 curriculum guides that show how to integrate history texts is by William Loren Katz: "Teachers' Guide to American History."

It presents a compact history of the Negro in America and a step-by-step analysis of how to correlate this information with that given in presently inadequate texts. Up-to-date bibliographies are extensive and well-annotated, with specific references, for teachers and students, relating to

each chapter. Annotations include comments on the value of various references for various grade and ability levels.

Some of the "holes" in textbooks that Katz's book helps to fill:

1538: Estevanico, an African with the Spanish explorers, opens up Arizona and New Mexico.

1770: Crispus Attucks, a run-away slave, is the first to fall in the Boston Massacre.

1844: George W. Bush leads white settlers into the Oregon territory.

1846: Free Negro Norbert Rillieux devises a vacuum pan that revolutionizes the world's sugar refining industry.

1861- More than 200,000 Negroes serve on the

1865: Union Army and Navy; 22 won Medals of Honor.

1183: Jan Matzeliger invents a machine that manufactures a complete shoe, revolutionizing the entire industry.

1876: Negro cowboy Nat Love, who rode with the James gang and Billy the Kid, outshoots everyone in the Deadwood Rodeo to earn the title of "Deadwood Dick."

1893: Dr. Daniel Hale Williams performs the first successful open heart operation.

1917: Henry Johnson and Needham Roberts, two of 100,000 Negroes sent to France, became the first two Americans to earn the Croix de Guerre in World War I.

1941: Dr. Charles Drew develops the blood bank system.

1950: Dr. Ralph Bunche is awarded the Nobel Prize for his part in bringing peace to the Holy Land.

1954: Negro attorneys, led by Thurgood Marshall, win U. S. Supreme Court reversal of a half-century of legal school segregation.

1964: Dr. Martin Luther King, Jr. receives Nobel Peace Prize.

1967: Thurgood Marshall becomes the first Negro Supreme Court Justice.

Historical Facts About The Northeastern North Carolina Schoolmasters Club N.C.T.A.

Prepared April, 1969
Earliest available
information: 1940 to 1969

Presidents:

E. A. Anderson	1940
H. C. Freeland	1941
Joseph Jones	1943
D. F. Walker	1944
H. D. Cooper	1945
Joseph A. Ancrum	1946
Russell S. Cooper	1947
H. E. Brown	1948
J. E. Norman	1949
R. L. Kingsbury	1950-1954
W. M. Allen	1954
W. H. Jones, Jr.	1955
T. M. Garriss	1956-1958
John Bond	1958
W. C. Witherspoon	1959-1965
King A. Williams	1965-1966
W. H. Creecy	1966-1969

Secretaries:

C. F. Graves	1940-1945
Joseph L. Jones	1945-1946
L. E. Sugg	1946-1949
W. H. Jones	1949-1954
Erskine E. Morgan	1954-1964
J. A. Dempsey	1965-1966
W. H. Pattillo	1966-1969

Active Honorary Members:

Dr. C. F. Graves
Mr. L. N. Cooper
Mr. T. S. Cooper

Presidents with longest office tenure:

W. C. Witherspoon
K. A. Williams
R. L. Kingsbury

Secretaries with longest office tenure:

Erskine E. Morgan
Dr. C. F. Graves

Membership N. E. N. C. Schoolmasters Club — 1942:

1. Joseph E. Ancrum; principal Training School, Elizabeth City
2. Ebbie A. Anderson; principal P. W. Moore High School, Elizabeth City
3. T. S. Cooper; principal Gates Training School, Sunbury
4. H. D. Cooper; principal R. L. Vann High School, Ahoskie
5. R. S. Cooper; teacher Gates Training School, Sunbury
6. H. C. Freeland; principal Waters Training School, Winton
7. C. F. Graves; principal Bank Street Elementary School, Elizabeth City
8. Joseph L. Jones; principal Currituck Training School, Snowden
9. N. G. Perry; principal Camden High School, Belcross
10. W. J. Thompson; principal Hertford High School
11. H. L. Trigg; president State Teachers College, Elizabeth City
12. D. F. Walker; principal Edenton High School, Edenton
13. King A. Williams; principal Winfall High School, Winfall
14. S. D. Williams; Dean State Teachers College, Elizabeth City
15. Lawrence E. Sugg; principal Rosenwald School, South Mills
16. Solomon Bethea, Elizabeth City (teacher)
17. T. M. Garriss; principal C. G. White High School, Powellsville

Dues scheduled: 1940-1969

\$ 1.00 or less
\$10.00 at present

Some outstanding activities since organization:

Scholarship funds to Elizabeth City State College
Monthly highlight of education in North Carolina
Made wide use of expert consultants in the area of education
Promoted educational contests in various area schools
At times entertained the wives and sweethearts of the Club
Kept in close contact with other Schoolmaster Clubs in N. C.
Conducted or supervised educational testing in this area
Supported worthwhile educational activities
Supported State, local, regional and national educational organizations
Gave unlimited support to worthwhile civic organizations

Annual Classroom Teachers National Conference To Focus On Leadership And Schools Of The 70's

Leadership training and schools of the future will be the prime focus of the 26th Annual Classroom Teachers National Conference of the Association of Classroom Teachers (ACT), a department of the National Education Association, July 6 to 18 at the West Chester State College in West Chester, Pa.

The 12-day conference opens on the Sunday immediately following the NEA annual convention in Philadelphia. "Schools for the 70's and Beyond" will be the emphasis of the first week's sessions conducted in cooperation with the NEA Center for the Study of Instruction, the NEA Division of Educational Technology, Research for Better Schools, Inc. (Philadelphia), and West Chester State College.

The second week will be devoted to a leadership training laboratory coordinated with the NTL Institute for Applied Behavioral Science, which is associated with NEA. Conferees may concentrate on problems affecting the teacher in the classroom or in the professional association, including team-building opportunities for groups of three to seven members from a state association executive committee or from a local association or school system.

Those who participated in the 1967 and 1968 national conferences will sharpen leadership skills already acquired, says ACT President-elect Betty I. Buford, a high school counselor from Plainview, Tex., while those attending for the first time will be trained in fundamentals of NTL theory and practice.

Two semester hours of graduate or undergraduate credit may be earned by conference participants. Attendance is open to 350 NEA members.

The registration fee is \$125. This includes a \$25 preregistration fee payable to ACT in advance. The balance will be due

on arrival at West Chester State College.

Write the NEA Association of Classroom Teachers, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, for additional information and application forms.

SUGGESTIONS
we hope prove useful.

Teachers Taken on Community Tours—

initiated by Wicomico County, (Md.) Teacher Association.
Its success merited a special award by
NEA Dept. of Classroom Teachers. For inspiration for
your group you are sure to want to read digest below of report
by Mrs. Hazel J. Hearne, Prince Street School, Salisbury.
From the Maryland Teacher.

As means of improving quality of their instruction, Wicomico County teachers were given a Wednesday afternoon to learn more about their community. In all, it was 7 hours of exploration and good fellowship. For as evening drew near, all converged for a dinner. The speaker was a congressman. There were other representatives.

THERE WAS A CHOICE of 12 tours to pursue the theme of "Quality Teaching Seeks Community Knowledge."

NOT ONLY THE TEACHERS but the children have been made richer by this project and, of course, it has been repeated.

IN SOME CORNERS of the county, old homes were opened, with formal gardens seen here, haunting tales told there; lovely

stairways, priceless paneling, restorations done with care and understanding shown. Owners proudly shared this with teachers.

TEACHERS INTERESTED, especially, in Communications saw presses functioning, went to radio and TV studios, visited the ins and outs of a busy bus terminal.

FURTHER AFIELD, a Soil Conservation Commissioner explained work by movie and an on-the-site project for improving crops.

OTHER TOURS were those to see shirts made from cutting stage to finish; to see a popular soft drink bottled (or canned) under newest methods; to see lumber turned into moulding; and, seafood packed and frozen. A boat ride was taken, fitting in with the new "leisure-time."



Such a happy treat—

The refreshing taste of delicious Wrigley's Spearmint Gum gives you a fast little lift. And, the natural chewing helps you relax—aids digestion.

How Will Professional Negotiations Affect The Activities Program In Secondary Schools?

By JOHN H. LUCAS
Principal, Hillside High School
Durham, North Carolina

Professional negotiations are a set of procedures, approved by a professional association and a board of education which sets forth in detail procedural steps for achieving mutual agreements in good faith on salaries, working conditions, and genuine professional relationships.

Professional negotiations are not to be regarded as less than professional. The public accepts with greater confidence decisions which evolve from joint involvement. Even though professional negotiations have been highly controversial since the inception at the 1962 NEA Convention in Denver, the trend at this time indicates an increasing acceptance by boards of education, school administrators, and teachers. For too long, school board members and school administrators have been reluctant in granting teachers a professional share in the decision-making process in developing the educational policies which out of necessity must be largely implemented by the growing number of competent teachers. It is very likely that the failure of extensive involvement of competent teachers in sharing educational decision-making has contributed to the current communications gap and unrest in American education.

The extra-curricular or co-curricular educational experiences for years have been considered supplementary and informally educative to the regular classroom experiences in a formal setting. The activities program in secondary schools is

an educational design to channel in a wholesome manner the physical, mental, emotional, social, recreational, financial, and psychological needs of learners to the end that each becomes well adjusted in accord with maturation and responsible self-direction.

The secondary school activities program is rapidly being included in the master schedule of the secondary school and major attention is being given to records, reports, sequence, finances, grade credit, evaluation, guidance, teacher training, abuses, and supervision. Learning to be affective should include the development of interests, appreciations, attitudes, and value concepts. The activity program provides a real opportunity for affective learning which includes the development of interests, attitudes, appreciations and values.

In the school year 1966-67, the following states had school systems with comprehensive agreements containing certain provisions for "student extra-curricular activities supervision": Connecticut (12); Illinois (4); Massachusetts (5); Michigan (94); New Jersey (1); New York (4); Pennsylvania (1); Rhode Island (3); and Wisconsin (7). A total of 131 agreements were in existence covering the supervision of extra-class activities and a total of 277 comprehensive agreements containing certain provisions for "extra-duty pay for special activities."¹

1. National Education Association, "What's Negotiable?", Negotiation Research Digest, February, 1968

It is clear, in my opinion, that the changing concepts of American education are demanding a philosophy of education and a program of education which embrace change. The school of today is a social organism with an expanded curriculum and co-curriculum designed for human teachers to share human experiences in releasing the creative potentials of human learners.

The activities program in the secondary school refers to the educational experiences that we often term extra-curricular or co-curricular.

In the foregoing statements, I have attempted to define and provide some understanding of the terms "professional negotiations" and "activities program." The question, however, that we seek to answer is, "How will professional negotiations affect the activities program in secondary schools?"

In my opinion, professional negotiations will affect the activities program in secondary schools in the following ways:

- (1) Participation in activities programs by teachers will be without unethical administrative pressure but mutually agreed upon by the principal and the teachers involved
- (2) Certain non-teaching related duties necessary for teachers to perform may be removed or added to allow flexibility in providing the supervision of the ac-

- (3) Co-curricular services will be created by the school administration with board of education approval and communicated to the teachers in written job descriptions
- (4) Co-curricular services will be recognized as paid services on a professional scale which is determined to be appropriate through mutual agreement of the employer and the negotiators
- (5) Applications will be made for co-curricular services and qualifications with respect to training and ability as the basis for employment
- (6) Teachers will share in the development of the educational policies governing the activities program in secondary schools
- (7) Teachers will participate in scheduling activities, standards for student participation, coordination, and correlation of activities.
- (8) Co-curricular services will require the professional opinion of teachers in determining priorities of needed activities, governance, and objectives.
- (9) Teachers will share the accountability for developing evaluative criteria to assess the effectiveness of the activities program in meeting the needs of individual students and in helping students to reach a higher level of educational experiences.
- (10) Teacher involvement will contribute to new discoveries and new techniques in creating a school environ-

ment highly conducive to wholesome teaching-learning educative process.

- (11) The secondary school principal will be required to exercise administrative leadership which ensures the performance of management tasks and guarantees organizational structure which meets the needs of the staff and students through the utilization of group processes with parents in decision-making or "deciding".
- (12) Professional negotiations will lead to greater involvement of parents, consultants, resource persons, and the school community thereby reinforcing the school - community partnership in the total development of our youth.

The role of the secondary principal is in transition. Teachers of today look for the educational leader who gives a forward thrust to imagination, creation, and innovation. To meet the challenge, the secondary principal, in addition to academic competence, must possess human relation skills of a high quality. According to Archibald B. Shaw, "administration is the increasingly specialized activity which plans, organizes, and directs the resources of people and things to the support and enablement of the teacher-learning situations appropriate to the institution's goals and to the needs and purposes of students, faculty, and society. It is the activity which makes possible those magic moments when ready student, appropriate learning experience, and concerned and competent teacher come together in an environment which gives maximum satisfaction and growth to all involved."

Illuminating The Classroom

By JOHN H. LUCAS

Principal, Hillside High School
Durham, North Carolina

The cake of custom is being broken because of the rapidity of social change. If a teacher thinks he or she has a value system super-inordinate and eternal-trouble looms

A civilization is only as good as its educators — I mean good in its deepest moral sense — for good teachers in the academic sense can help to develop brilliant intellects, but only good men and women can bring to maturity other good men and women. Any school can turn out rogues, robots, or bigots, but only a school that puts first things first can turn out men and women aflame with that spirit of service that can make a better Durham. Surely you can see as high school teachers how great is your responsibility: how great your power: and how unique your privilege. Imagination, resourcefulness, innovation, and initiative are prize possessions of good teachers, for with these qualities they will adopt themselves to the intermittent crises of class management and turn every situation to a profitable end.

To illuminate our classrooms, several of our teachers must become illuminated by cultivating new concepts of teaching. May I direct your attention briefly to three concepts of teaching which to me appear to be relevant in our contemporary society of technological, demographic, and democratic revolution.

- (1) Teaching today is directed toward the meeting of broad national needs and the facilitation of national policies. The illuminated

teacher is expected to teach for the development of a citizenry which is not simply literate but is literate in relation to crucial political and social issues or realities.

- (2) Teaching today is focused upon the cultivation of intellectual power. The illuminated teacher seeks to insure that all students master the basic disciplines to the limits of their abilities, and
- (3) Teaching today is committed to the concept that education is designed to help students learn how to learn. The illuminated teacher is knowledgeable about the nature of learning and child growth and development — realizing always that learning is continuous and infinite.

The illuminated classroom is more than four walls and several

books with incandescent fixtures. The illuminated classroom, that I speak of, embraces an illuminated teacher, a human teacher, who releases the creative potential of human learners through the sharing of wholesome human experiences. Yes, the glowing teacher sparks the glow in his or her students. The illuminated teacher is no longer predominantly a source of data and dispenser of information; rather the teacher functions as a catalyst to stimulate; to inspire; to inquire; and to encourage independent study and research. In other words, the illuminated teacher is less didactic and more tutorial. The illuminated teacher is less the source but more the resource for information and a mobilizer of materials for learning.

May we go forth as educational illuminators dedicated to illuminating our classrooms to the end that the students entrusted

to us for instruction will light up the Durham community with literacy in relation to the crucial issues of our time; with intellectual power through the mastery of basic disciplines to the limits of their abilities; and with recognition that true education is continuous and self-generating.

TO GO TO AFRICA

JOHN H. LUCAS and E. B. PALMER have been chosen as delegates to attend THE WORLD CONFERENCE of organizations of THE TEACHING PROFESSION to be held in Abidjan, Ivory Coast, Africa.

The conference will be held July 29 - August 5, 1969.

Last year's conference was held in Dublin, Ireland.

Next year's conference will be held in Sydney, Australia.

Livingstone College

SALISBURY, NORTH CAROLINA

Established in 1879

"A COLLEGE WHERE NO ONE GETS LOST"

- Fully Accredited
- Co-Educational
- Four-Year Liberal Arts College
- Church-Related
- School of Religion through Master of Divinity degree

A GOOD PLACE TO STUDY AND LEARN

- Arts and Sciences
- Pre-Professional Courses
- Teacher Training
- Music
- Business Education
- Theology
- Balanced Co-Curricular Program

REGULAR SUMMER SESSION: May 31-July 12, 1969

READING ENRICHMENT PROGRAM (For high school juniors and seniors) : June 9-July 18, 1969

ECOLOGY FOR TEACHERS SEMINAR (Enrollment limited to 30) : June 16-July 2, 1969

For Further Information, Write:

The Registrar
Livingstone College
Salisbury, N. C. 28144
Dr. F. George Shipman, President

Auditors Report

Charlotte, North Carolina
October 21, 1968

North Carolina Teachers Association, Inc.
Raleigh, North Carolina
Ladies and Gentlemen:

Pursuant to instructions we have examined the books of the NORTH CAROLINA TEACHERS ASSOCIATION, Inc. for the fiscal year September 1, 1967 - August 31, 1968 and herewith submit our report consisting of three (3) exhibits and two (2) schedules along with the following comments:

Scope of Audit:

We examined the receipts journal, tracing all receipts to the deposits into a bank account under the control of the Executive Secretary. Then we traced all transmittals from this account to the one under the control of the treasurer. We traced all vouchers as signed by the treasurer and executive secretary authorizing the Treasurer to issue checks to pay such vouchers. We inspected the investments held by the Treasurer. The certificates of the Building and Loan Association are held as security by the bank for a loan that the Association made. These, of course, will be released by the bank when the loan is repaid on March 16, 1969.

We did not take a physical inventory of the furniture and equipment. We would suggest that a count be made of such items and kept by the Executive Secretary.

FINANCIAL CONDITION

August 31, 1968

The assets consist of Petty Cash \$25.00; Cash in Bank of \$24,188.33; Investment of \$11,000.00; Furniture and Equipment of \$22,569.74 and Office Building and Land of \$55,000.00, give a total Assets of \$112,783.07.

The Liabilities were: Accounts Payable, None. All invoices, when received are paid within the month, therefore any received on September 1, 1968 will be treated as purchases in the next fiscal year.

The Association made two loans totaling \$35,000.00. The first loan of \$20,000.00 is payable on December 21, 1968 and the second loan of \$15,000.00 is payable on March 16, 1969. The total re-

serves equal to \$77,783.07 give a total Liabilities and Reserve of \$112,783.07.

RECEIPTS and DISBURSEMENTS

Beginning with a cash on hand as of September 1, 1967 of \$17,527.80, the receipts amounted to \$216,553.27. Interest on investments \$1,011.79, three (3) bank loans of \$45,000.00 and outstanding checks cancelled totaling \$418.96 less accumulated rents as held by the Rental Agent for future repairs of \$496.15 gives a total cash available during the year of \$280,015.67. The disbursements amounting to \$255,827.34 leaves a cash on hand, August 31, 1968 of \$24,188.33.

Comparative Statement

BUDGET ESTIMATES

with ACTUAL EXPERIENCES

This statement is prepared to compare the experiences with the budget that was adopted by the Association. You will note that we have excluded the receipts for NEA and Student Dues on the Bank Loans, and likewise we have excluded them in the disbursements. This is designed to show the operation of this office alone for the year just closed.

GENERAL

We found the books and records of the Association in excellent condition and we wish to express our appreciation to the Executive Secretary, Mr. E. B. Palmer and the Bookkeeper, Mrs. Della Perry for their fine cooperation while working this audit.

Subject to the above comments we are of the opinion that the attached exhibits and schedules present fairly and accurately the financial operation of the NORTH CAROLINA TEACHERS ASSOCIATION, Inc. for the fiscal year September 1, 1967 - August 31, 1968 and they are in accord with the records of the Association.

Respectfully submitted,
John H. Moore, Auditor

235 South Brevard Street
Suite 13
Charlotte, North Carolina 28202

(Continued on Page 28)

From The President's Desk

BELVEDERE N. COOK

President, Northeastern District

... the things that caught the eye ...

"We are all blind until we see

That in the human plan

Nothing is worth the making if

It does not make the man.

Why build these cities glorious

If man unbuilded goes?

In vain we build the work, unless

The builder also grows."

EDWIN MARKHAM

It has been no easy task for me to write this message. For, indeed, in the illustrious history of our association, this has been a year unequalled in the internal affairs of our organization. Charles Dickens says in a very apt manner in his **A Tale of Two Cities**, "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity . . . we had nothing before us . . . we were all going direct the other way . . ." Even so, we have come to this period in our history with 421 members for the 1968-69 school year. Our goal was set for a membership of 450. This is an encouraging sign and makes us realize that our members are concerned and still maintain an interest in our existence as an organized group of educators.

At this very moment in the history of our local, state and national bodies, we face real moments of truth and evaluative judgment. Where we stand and the things in which we believe appear foremost in our daily being. Whether we like it or not, we must become **involved** in all matters affecting us professionally — the concerns of an individual member must be the concerns of each and everyone of us — this fact is indisputable. Must it take a tomorrow and another tomorrow to make us come to a true realization of this fact? Let's make it our business to assume full and complete responsibility for our professional activities.

This year has presented us with opportunities to recognize the true meaning and application of such qualities as: tolerance, cooperation, self-determination, self-realization, knowledge, patience, truthfulness, — just to mention a few. As these opportunities come, some took full advantage of them, thereby enabling us to champion the cause; others sat by and refused to be heard or to be committed. For the latter, we offer you another year to perform your obligation to the profession in a grandiose manner! Our tasks will continue

to be tremendous and challenging — our responsibilities will mount to untoward heights. But with our professional know-how, faith and long hours of hard work we shall forge ahead. Our strong determination and potential strength will make us the kind of educational statesmen needed for times like these.

These are some of the things that caught the eye as we watched the year slip away from us.

Have a pleasant and profitable summer vacation.

AUDITORS REPORT

(Continued from Page 27)

Schedule 1 NORTH CAROLINA TEACHERS ASSOCIATION

Raleigh, N. C.

BANK RECONCILIATION

August 31, 1968

Per Books

Cash on Hand, September 1, 1967 17,527.80
Add:

Receipts—Executive Secretary:

To Treasurer	211,432.41	
Returned Checks	156.00	
Bank Service Charge	1.33	
Total Receipts for Year	211,589.74	
Interest on Savings Account	991.29	
Tax Refund	20.50	
Outstanding checks cancelled	418.96	213,020.49
Bank Loans — Gross		45,000.00
		<u>275,548.29</u>

Deduct:

Disbursement by checks	249,852.63	
Interest deducted by bank	1,350.00	
Bank Service Charge	1.33	
Bad checks	156.00	251,359.96
CASH on HAND, August 31, 1968		<u>24,188.33</u>

Per Banks

Checking Account:

Balance per bank statement	4,685.89	
Add: Deposits in transit		
From Bank Loan	14,550.00	
From Exec. Sec.	432.41	14,982.41
		<u>19,668.30</u>
Less — Outstanding checks	9,502.22	10,166.08

Savings Account:

Mechanics & Farmers Bank	10,839.20	
Raleigh Savings & Loan		
#29213	145.48	
28717	10.89	
15315	921.99	1,078.36
Mutual Savings & Loan	2,104.69	14,022.25
Cash on Hand, August 31, 1968		<u>24,188.33</u>

ADOPTED BUDGET FOR 1969-70

(Based Upon 10,000 Members @ \$12.00 Per Member)

REVENUE

Balance, September 1st	\$(25,000.00)
Membership Dues (10,000)	120,000.00
Student NEA Dues and NCTA	500.00
Net Rent	1,000.00
Advertising	1,700.00
Placement Service	20.00
NEA Supplement	3,000.00
Exhibits	4,000.00
Other Receipts	3,000.00
Savings	25,000.00
	<u>\$133,220.00</u>

DISTRIBUTIONS

ACCOUNTS

I. President's Honorarium	\$ 250.00
II. President's Office	450.00
III. Vice President's Honorarium	100.00
IV. Vice President's Office	250.00
V. Treasurer's Honorarium	200.00
VI. Treasurer's Office	100.00
VII. Recording Secretary's Honorarium	100.00
VIII. Recording Secretary's Office	100.00
IX. Association Office Expense	5,000.00
X. Executive Secretary's Travel	1,000.00
XI. Field Representatives Travel	666.00
XII. Classroom Teachers Executive Secretary's Travel	666.00
XIII. Budget Director	200.00
	<u>\$ 9,082.00</u>

SALARY PROPOSALS

Professional Staff*

I. Executive Secretary	\$ 14,553.00
II. Field Representative	10,000.00
III. Executive Secretary, Classroom Teachers	10,648.00

Managerial and Secretarial

I. Office Manager and Bookkeeper	6,601.47
II. Secretary I	5,103.87
III. Secretary II	4,510.00
IV. Asst. Editor-Asst. Bookkeeper	4,206.80
V. Secretary III	3,935.57
VI. Secretary-Stenographer	3,758.16
	<u>\$ 63,316.87</u>

*Based on an anticipated 10% increase by the State Legislature to be more or less as actually approved by the Legislature.

Committees

I. Board of Directors	\$ 1,000.00
II. Legislative	50.00
III. Nominating	75.00
IV. Elections and Canvassing	75.00
V. Resolutions	75.00
VI. Budget and Finance	75.00
VII. NEA Coordinators	304.00
VIII. TEPS	50.00
IX. PR&R	250.00
X. Special	75.00
	<u>\$ 2,029.00</u>

Administration

I. Bond	\$ 200.00
II. Audit	500.00
III. FICA Tax	2,400.00
IV. FUTA Tax	500.00
V. Personnel Insurance	1,509.96
VI. Publication of Record	10,000.00
VII. Retirement Fund	5,000.00
VIII. District Meetings	3,200.00

IX. Convention Expenses	2,500.00
X. NEA-NCTA Leadership Conference	500.00
XI. HEADQUARTERS:	
A. Custodial Service	3,460.00
B. Repairs, Depreciation	
C. Rent Collection	
D. Insurance	500.00
XII. County and City Taxes	1,200.00
XIII. Delegates to NEA Convention	3,500.00
XIV. Legal Counsel	1,000.00
HAMMOCKS DEVELOPMENT	3,000.00
EQUIPMENT	500.00
	<u>\$ 39,469.96</u>

Gifts and Memberships

I. NAACP, National	\$ 2,000.00
II. NAACP, State	500.00
III. NEA Affiliation	25.00
IV. Assn. Study of Negro Life & History	25.00
V. NCSEA	400.00
VI. UFE	100.00
VII. WCOTP	150.00
	<u>\$ 3,200.00</u>

Division and Department Expenses

A. Association of Classroom Teachers	\$ 6,020.00
B. Administrators and Supervisors	2,000.00
C. Higher Education	1,300.00
1. Adm. and Promotion	75.00
2. Dept. of Administration	
3. Dept. of College Inst.	175.00
4. Dept. Student NEA-NCTA	1,050.00
D. Departments and Sections of Classroom Teachers	
1. Dept. Elem. Ed. Promotion	\$ 100.00
a) Section of Prim. Teachers	50.00
b) Section Gram. Grade Teachers ..	50.00
2. Dept. Secondary Ed. Promotion ..	50.00
a) Sec. English Teachers	200.00
b) Sec. Dramatics Teachers	200.00
c) Sec. For. Lang. Teachers	50.00
d) Sec. Soc. Sci. Teachers	150.00
e) Sec. Math. Teachers	50.00
f) Sec. Sci. Teachers	50.00
g) Sec. Math and Science Teachers	
3. Dept. Teachers of Excep. Children ..	50.00
4. Dept. of Retired Teachers	50.00
5. Dept. of H. Eco. Teachers	50.00
6. Dept. of Voc. Ag. Teachers	50.00
7. Dept. Ind. Ed. Teachers Prom.	50.00
a) Sec. Trades & D.O. Teachers	
b) Sec. Ind. Arts Teachers	
8. Dept. of Music Teachers	100.00
a) Sec. Band Teachers	50.00
9. Dept. Health, P. E. and Athletics Pro.	50.00
a) Sec. Driver Education	50.00
10. Dept. Bus. Ed. Teachers	50.00
11. Dept. of Librarians	50.00
12. Dept. of Ext. Ed. (With Voc. Ag.) ..	
13. Dept. of Guidance	50.00
14. Dept. of Art Teachers	50.00
15. Dept. of Audio Visual Aids	50.00
16. Sec. Edu. Secretaries	50.00
	<u>\$ 1,750.00</u>

LEGAL DEFENSE	\$ 3,000.00
CONTINGENCY RESERVE	\$ 2,152.17
GRAND TOTAL	<u>\$133,220.00</u>

No loans are being considered until after June 1, 1969
unless covered 100% by Share Savings.

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Four Consecutive Years

NOTICE

The NCTA Credit Union Board of Directors, on September 9, 1967 adopted two (2) significant resolutions:

A. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

B. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

Life Insured Shares and Loans No Extra Cost Joining Blank For New Members

Name _____ Spouse _____
Mailing Address _____
Teaching Position _____ Social Security No. _____
School _____ School Location _____
Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____
(Check One For Insurance Purposes)
Joining Fee \$25 _____ No. of Shares (\$5.00 each) _____
(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, and amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

SECURITY COLLATERAL TYPE LOANS ONLY SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____. My monthly salary is \$_____.

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1967, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.

NC Teachers Record

N86+2 OFFICIAL PUBLICATION
NORTH CAROLINA
TEACHERS
ASSOCIATION

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* * *

Contributing Editors — Dr. H. L. Trigg, Mrs. Ruth L. Woodson, A. H. Peeler, Mrs. Lucy James, Dr. F. A. Toliver, Dr. F. G. Shipman, Dr. R. A. Jackson.

* * *

ABOUT THE COVER

Pictured on the cover is the group of North Carolina Teachers Association members and their families and friends upon their return to the Raleigh-Durham Airport from their trip to Las Vegas, San Francisco, and Hawaii. The word "Aloha" at the bottom of the cover is the Hawaiian word for "Hello" and "Goodbye".

(See Story on inside — "NCTA Goes HAWAIIAN".)

* * *

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* * *

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CONTENTS

	Page
Where Do We Go From Here?	3
N.E.A. Convention Highlights	4
Classroom First	5
N.C.T.A. Goes Hawaiian	6
Greensboro Public Schools	7
The Migration Of Negroes	9
Letters We Like	12
Allen Receives Post	14
King Picked For Sanford Award	14
A Geometry For Teaching	15
UFE Takes Stand On Tax Levies	17
\$8,000.00 Grant	18
Total County Property Tax — 1967-68	18
Water Pollution	19
Increasing Parental Responsibility	20
Collins Receives Appointment	21
Information For Secondary Schools — 1970-71	22
Palmer Receives Plaque	23
1969-70 State Salary Schedule	24
His Job — Not Easy	26
The DuShane Emergency Fund	28
Attorney General Rules	29
Educational Meetings Calendar	30
Ford Foundation Grants	31

OUR ADVERTISERS

North Carolina School Book Depository	Inside Front Cover
Benefic Press	11
Travel Free	16
Harcourt, Brace & World	26
Wrigley's	27
The N.C.T.A. Credit Union	Inside Back Cover
U. S. Savings Stamps	Outside Back Cover

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Oaklawn Avenue, Charlotte, N. C.

Northeastern — October 10 — Elizabeth City
State University, Elizabeth City, N. C.

Piedmont — October 3 — Dudley High School,
Greensboro, N. C.

Western — October 4 — Winston-Salem State
University, Winston-Salem, N. C.

Coastal Plains — October 7 — Middle School
North, Goldsboro, N. C.

North Central — October 10 — Parker Junior
High and Baskerville Elementary, Rocky
Mount, N. C.

East Piedmont — October 17 — Carnage Jr. High
School, Raleigh, N. C.

Southeastern — October 24 — Fayetteville State
University, Fayetteville, N. C.

- M. Department of Guidance — Mrs. Alice Solomon, Raleigh
- N. Department of Bible Teachers — Mrs. Eva M. Pratt, Durham
- O. Department of Art Teachers — Mr. William Mangum, Raleigh
- P. Department of Audio Visual Aids — J. C. Duncan, Yanceyville

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Mrs. Mary Martin, Secretary to the Executive Secretary, Classroom Teachers
Mrs. Clementine Parker, Secretary to the Executive Secretary, NCTA
Miss Joyce Fleming, Secretary-Stenographer
Mrs. Sandra Leonard, Secretary
James Jones, Building Custodian

Where Do We Go From Here?

By E. B. PALMER

The North Carolina Teachers Association at the state level has been suspended by the National Education Association until December 31, 1969. The NCTA will be given the opportunity to vote on the NEA Executive Committee's plan on December 6, 1969. If the vote is in favor of the plan then the suspension will be lifted. If the delegate assembly votes against the plans disaffiliation proceedings will be invoked by the NEA. The present suspension is levied against the State Association only. Locals, Districts, Divisions, Departments, Sections and individuals, do not come under the suspension status. These still have all rights and privileges afforded NEA members. The NEA Insurance Programs, DuShane Emergency Fund protection, Consultant Services, NCTA Duncan-Greene Defense protection, publications and other programs are all still available to NEA-NCTA members.

What happens to NCTA members if the delegate assembly votes against the plan of merger December 6? A vote against the plan will mean that NCTA members will be saying either:

1. They do not wish to be a part of the NEA as an affiliate on the State level; or,
2. They do not want any kind of integrated State association. Then they must decide whether or not they wish to maintain a continued all black separate State Association or no association at all; or,
3. They do not think the terms are sufficient under which to merge. This still will mean disaffiliation, however.

Following the June 24th Show Cause Hearing in Philadelphia, Pennsylvania, the NEA Executive Committee directed the North Carolina Education Association and the North Carolina Teachers Association to go back home and work to bring about a just and equitable merger between the two groups. On August 22nd the joint Liaison Committees and Boards of Directors met in Durham, N. C. and discussed the Factfinders, alias, the NEA Executive Committee's Plans of Merger. After a very lengthy two day discussion and after consensus agreement in interpretation and amplification the Liaison Committees were directed to prepare all necessary documents to be brought back to another session of the boards

then to the membership. Almost all of the concerns of the NCTA leadership about the terms and interpretation of merger for the past five years reached mutual agreement on August 22nd and again on September 13th as the Liaison Committees began to develop the revised constitution.

Should I join NCTA this year or wait until after the December 6th decision?

If members wait until December to pay dues, there will not be a December meeting for there would be no funds available to run an organization of any type. Whatever the December 6th decision is, the NCTA will operate the entire year 1969-70 as a separate organization, providing, the NCTA membership dues are collected.

Why should we join the NCTA this year if it is suspended?

Although suspended, there are three basic reasons individuals should join the NCTA this year:

1. Defense and Protection offered by the NCTA with free legal service.
2. The new and massive personal economic benefits being offered NCTA members this year among which comes \$100,000.00 of free liability coverage to all members who apply for the economic package, plus the professional programs and publications offered members.
3. We are still in the stage of negotiations for merger. The strength of our numbers is still needed to secure our future.

In "Unity" there is "Strength"! Our salvation Lies In "UNITY"! Join NCTA today!



N. E. A. Convention Highlights



"LIBBY" RECEIVES PLAQUE AND PIN

President George Fischer presents "Libby" with a plaque and the out-going President's Pin during the First General Assembly of the 1969 NEA Convention.



AND THE GIFTS GO ON

E. B. Palmer, Executive Secretary NCTA, presents "Libby" with the first piece of NCTA Jewelry (a bracelet) and announces that the main road built in the new development at the Hammocks Beach will be named "Libby Lane".



THE NORTH CAROLINA GIFT

Mrs. Ruth Jones, President NCTA, presents the North Carolina Gift to "Libby" Koontz during the First General Assembly in Philadelphia. President Jones draws a bit of laughter with some witty comments as she presents "Libby" with the certificate for a color console television set. Looking on, left to right, are: Charles Pearson, President NCTA; "Libby"; Mrs. Ruth Jones; A. C. Dawson, Executive Secretary NCTA; E. B. Palmer, Executive Secretary NCTA; Mrs. Dorothy Whittington, Vice President NCTA; Mrs. Edna Richards, Executive Secretary NCTA who also coordinated the gift presentations.



Mrs. Martin Luther King, Jr., thanks Samuel Ethridge, NEA assistant executive secretary and director of the center for human relations, for a \$10,000 check presented by the NEA to the Dr. Martin Luther King, Jr., Foundation. The money was collected from the sale of a photo documentary book highlighting Dr. King's career and published by the NEA's Center. Mrs. King was honored at the Human Rights Awards Banquet during the NEA convention June 30-July 5 in Philadelphia for her continuing dedication to the work of her late husband.



"A CONFUSED DELEGATION"

Are we in or are we out? What are all the NCTA officers doing here? These were some of the perplexing questions facing the North Carolina delegation at the NEA Convention in Philadelphia. With the NCTA having been suspended by the NEA many did not understand, that NCTA leaders were officially seated as members of their local units; the NCTA being a unified state.



DOWN TO BUSINESS!

The North Carolina Delegation gets down to business as conventioners discuss and debate the issues during the First Business Session of the 1969 NEA Convention.



NORTH CAROLINA CAUCUSES

The North Carolina Delegation elected John Lucas to serve as head of the State Delegation at its first state caucus in Philadelphia.

CLASSROOM FIRST

By REGINALD STUART
TENNESSEAN Staff Correspondent

Mrs. Helen Bain, who was chosen Saturday to head the world's largest professional organization, is a tireless campaigner for education who believes the nation's most important work is done in the classroom.

But for the next two years her work will be done elsewhere — at meetings of educators throughout the nation and the world, at National Education Association headquarters in Washington, and in the halls of Congress.

To assume her position as president-elect of NEA, Mrs. Bain will take a leave-of-absence from her job as teacher of English, speech and drama at Nashville's Cohn High School. But she vows to return to her first love — the classroom — when her term is over.

"I want to go back to Cohn — that's my school and that's my community," she said shortly after delegates to the 107th annual NEA convention elected her Saturday. "My first love is children and teaching.

"Nashville's my hometown and I'm not about to leave. I'll do this and come back. I like to teach and when you like to teach there's nothing much better than walking into a classroom."

During the next year she will serve as vice president of the NEA, and she will assume the presidency at the association's next annual convention, in San Francisco in June.

"During the first year," she explained, "I will work out of Nashville, where I plan to open an office and hire a secretary. For the most part, I will be speaking at various occasions and events and attending executive board meetings and board of directors meetings."

She will soon make her first trip abroad, to Africa, to attend a meeting of the world confederation of organizations of teaching professions.

A veteran of 22 years in education, Mrs. Bain has firm opinions about what she thinks should be done to aid the teachers' cause. Some examples:

Sex education — "It's already in the schools, so we shouldn't talk about whether or not we will allow it to be taught there. It is a matter of taking it out of the restrooms and putting it in the classrooms where it can be properly taught."

Involvement of teachers in politics — "It's for their own benefit."

The Nixon administration's decision to suspend the September, 1969, desegregation deadlines: "I really consider it a step backward. I can't believe that he could do this."

Reprint—Nashville (Tenn.) TENNESSEAN

—July 7, 1969

NCTA Goes Hawaiian

Thirty-five members of the North Carolina Teachers Association, their families and friends took a two week jaunt to Las Vegas, Nevada, San Francisco, California and the Hawaiian Islands July 7-21. The group left the Raleigh-Durham Air Terminal via Eastern Airlines Jet and was jointed in Tampa, Florida by 240 passengers to make the complete group of 275 for the "Hawaiian Carnival sponsored by the American International Travel Service. The group then boarded an International Airlines Boeing-707 which transported them to and from their destinations.

After a delightful service of free food and beverages on board the 707, the group arrived in Las Vegas in the early evening of the 7th and was immediately transported to the Alladin Casino-Motel where the town got its "first" real taste of NCTA talents. Fortune after fortune was accumulated (left) for the next three nights and days. The Dunes Hotel and Country Club was the scene of the "Casino de Paris" starring Rouvann and a cast of 100 which the NCTA'ers considered an attraction unequalled by any. Barbra Striesand's performance was attended by some of the group.

After many, many other shows and attractions and a visit to Hoover Dam, the group left Las Vegas on the morning of the 10th enroute to Honolulu, Hawaii. Arriving on the afternoon of the 10th, the group immediately converged upon the Mau Mau factory. Instantaneously, the mainlanders became natives, through native wear and the natives were easily identifiable because they had on mainland dress.

Days and days of basking on the sand under a Hawaiian sun on the Pacific, and night after night of clubing and partying by native torch lights followed as the group took full advantage of the facilities at the luxurious Hilton Hawaiian Village Hotel. After dining and dancing under the beautiful Hawaiian skies at some of the most gorgeous clubs and restaurants found any where, the North Carolinians and one Virginian prepared for the next days invasion on downtown Wai-kiki or a tour of Pearl Harbor, the Sea Life Park at Makapuu Point and Sandy Beach (the scene of the internationally famous surf contests), or the Pali Mountains or the exotic Island of Wai-kiki.

While Mr. Hunter joined the Pepsi Cola Golf Tournament and Shelton Shipman joined the Teen-agers Club of Hawaii and won the ping-pong contest, some others in the group took the extended tour to the outer islands of Hawaii — (1) Paradise on Maui, where the Kila slopes of Mt. Haleakala, the Town of Wailuku, the world

renowned Iao Needle Volcano, Maui's famed Almalfi Drive and the former whaling center of the islands, Lahaina. Here the group saw many features which quaintly restored the 19th century port of call; (2) Flying on to Hilo the vacationers were greeted with the traditional flower lei as they made their way to the Hilo Bay. With a volcanic eruption having occurred in the early a.m. on the day of the group's arrival, they had the opportunity to get a first hand view of the eruption. They also had the opportunity to see the pastel symphonies of orchid and anthurium fields, lava beds, sulphur streams and the incredible Akaka Falls plunging deep into the verdant forests of fragrant ginger; (3) Then on the Kauai where the NCTA'ers visited Nawiliwili Harbor and the ancient fish ponds of Niumalu and Alokoko. After touring the Waimea Canyon (Grand Canyon of the Pacific), the Kalalau Valley was next which provided a breathtaking view of the Pacific and the Napali Cliffs. After a fascinating cruise on the Wailua River to the romantic Fern Grotto the day was ended at the world famous Coco Palms Hotel where the group saw the spectacular torchlighting ceremonies and returned to Honolulu.

Departing Hawaii on the morning of the 17th the "San Francisco Bound Group" arrived in San Francisco in the a.m. of the same (three hour time zone). For the next three days it was across the Golden Gate Bridge and off to Sausalito, and artist's colony, then on to Tiburon and Belvedere, two of the most unusual and exclusive communities in the West. Next Muir Woods National Monument where the troopers strolled through the Giant Redwood Forests viewing Giant Redwood Trees up to 2,000 years old and towering 300 feet or more.

Back across the Golden Gate, which could not be seen completely at 3:00 p.m. because of the heavy fog, into San Francisco to the world famous Barbary Coast and North Beach, to Nob Hill, Mission Delores, Golden Gate Park, the famous Japanese Tea Gardens and the world renowned Cliff House, overlooking Seal Rock and the Pacific.

At night it was off to Finocchio's, the fun-filled entertainment of China Town, "The Forbidden City", the elegant and famous Venetian Room of the Fairmont Hotel, Bimbo's 365 Club where comedian George Gobel performed, "Old Italy", the unique Bocce Ball, Sinaloa and the Purple Onion, where singer Tony Bennett gave a magnificent performance concluding with his immortal "I Left My Heart in San Francisco".

(Continued on Page 8)



Greensboro Public Schools

By OWEN LEWIS

Greensboro Public Schools

"I view this new assignment as the most challenging of my life, and certainly I will do everything physically possible to justify the confidence placed in me by the board."

That's what Fred Cundiff said as he reared back in his chair and chewed on his glasses. On August 18, he assumed the position of assistant superintendent for administration in the Greensboro Public Schools. He is the first Negro to hold an assistant superintendency in the local school system, and he is one of a select few in the state of his race who hold positions at that level.

Cundiff, 43, has directed federal programs for this disadvantaged in the city schools since 1966 as director of Title I programs under the U. S. Elementary and Secondary Education Act of 1965. Elementary counselors, school social workers, reading teachers, special education for emotionally disturbed children, cultural enrichment activities, free lunches, psychological services and nurses have been provided in 14 schools under Cundiff's direction.

Cundiff is five feet eight inches tall and has a wiry appearance at 164 pounds. He has a cafe au lait complexion, close cropped hair and a thin mustache. He is a natty dresser, who likes bright colors. His chief diversion is golf — "an avid duffer" he calls himself. He is soft-spoken and deliberate in his conversation. His sense of humor is keen, and he enjoys an occasional practical joke.

In the assistant superintendency, Cundiff will administer the city schools' freedom of choice pupil assignment plan, coordinate student teaching assignments, complete state and federal reports relative to the operations of the school system, conduct long range planning and take on a variety of administrative responsibilities that fall outside the range of duties of the other three superintendents, whose areas are instruction, personnel and business. The four positions are co-equal.

In response to questions concerning student unrest, Cundiff commented, "When we attempt to help children to think critically, analytically — even creatively — and they demonstrate an attempt to do this, we cannot tune them out."

"I do not feel that they are saying, 'We want to run the school,' but I do believe they feel they are entitled to a genuine opportunity to be heard, and that their opinions will be considered in the decision-making process," said he.

A native of North Wilkesboro, Cundiff worked in Chatham Manufacturing Co's blanket mill in Elkin before serving in Burma in World War II as an Army staff sergeant in the Corps of Engineers.

After the war he attended Ohio State University. Then his childhood sweetheart, Hyla, lured him back to North Carolina and he got his degree from Winston-Salem State University. Later he earned the M. S. in education from A & T State University. Mrs. Cundiff teaches the fourth grade at predominantly white Vandalia School, and they have two sons, Freddie, 15, and Roderick, 8. They live at 1816 Curry St.

Cundiff taught at Washington Elementary School from 1953 until he took the Title I directorship in 1966. He taught in all the upper grades, because the principal, the late John Leary, wanted him to have a variety of teaching experiences.

"As I reflect on the things that have happened to me, I would say that Mr. Leary was the moving factor in my getting a graduate degree and continuing in education. He saw something in me. He always pushed me, always expressed confidence in my ability. He persuaded me to take the Title I directorship when Mr. (Philip) Weaver (late superintendent of city schools) offered it. I missed him when this opportunity came, but I think I did what he would have advised. He was great — a human relations expert."

Cundiff has been a member of the predominantly black N. C. Teachers Association since 1953 and served two years as vice president of the Greensboro unit. He is a member of the Association for Supervision and Curriculum Development, St. James Presbyterian Church, the board of directors of Hayes-Taylor YMCA and of Greensboro Little Theater. He also serves on the education subcommittee of the Human Relations Commission.

Of all the professional training he's had, Cundiff values most highly a series of inservice training meetings sponsored jointly by the N. C. Education Association and the Learning Institute of North Carolina. The group met four times last year for three-day sessions which involved sensitivity training, human relationships, educational philosophy and objectives and program planning for the future.

At this point, Cundiff sums up his educational philosophy tersely: "Education in order to be meaningful must have a high degree of relevance."

He explains further: "Industry, business, economics, the whole structure of this entire country has outdistanced our efforts in education. By not having kept pace, we find ourselves always in the position of having to catch up."

"It is imperative that good human relationships permeate the entire educational structure from superintendent to janitor. We're working with a new breed of people. We have not exhibited a willingness to change as I think we're going to have to. The ideas and concepts of the past are going to have to find ways of reaching compatibility with new ideas and new concepts."

On the subject of the Greensboro Public Schools, Cundiff said, "There are few systems in

the state or in the Southeast whose personnel is better trained than we have here in Greensboro. Despite the fact that we have this need for more buildings, more materials and more special services, we are still head and shoulders above most other administrative units in the state. I think the opportunities for experimentation and innovation afforded the people who work here is unparalleled in the state.

"We have been blessed thus far by the absence of teacher dissatisfaction, and this I think is a tribute to the leadership this unit has provided, especially in the individual schools. But despite the fact that there appears to be genuine satisfaction for most of the teachers in Greensboro, there are indications that we're going to have to stay in touch with teachers in order to maintain this kind of harmony."

The morning after the school board elected Cundiff, the first person to call to offer congratulations was an undertaker friend. Then the flowers began arriving at his office. Cundiff laughed and said, "I was beginning to wonder if someone was trying to tell me something."

But Cundiff knows he has a tough, serious job ahead of him. "I told my wife I'd be a lot later getting home in the evenings," said the new assistant superintendent.

N.C.T.A. GOES HAWAIIAN

(Continued from Page 6)

Incidentally, some of the group saw Willie Mays perform as the Giants played the Dodgers.

With all of the suite accommodations, excellent food and pampering service, the group arrived at the Raleigh-Durham Airport via Tampa, Florida on the morning of the 21st well rested and completely happy. Only one common echo could be heard from the group — "WHERE DO WE GO NEXT YEAR?"

TOUR PARTICIPANTS: Mrs. Mary E. James, Mrs. Hester B. Reid, Mrs. Mable A. Watson, Mrs. Caronell Chestnut, Mr. F. G. Shipman, Mrs. F. L. Shipman, Sheldon Shipman, Mrs. Nannie C. Green, Mrs. Lavinia Parker, Mrs. Dorothy M. Mewborn, Mrs. Margaret Whisenton, Mrs. Mattie L. Powell, Mrs. Novella T. Whitted, Mr. Howard W. Hunter, Mrs. Madge Hunter, Mrs. Fannie D. Dinkins, Mrs. Wilhelmina P. McCallum, Mrs. Marion S. Henry, Mrs. Lucille B. Jones, Mrs. Clara R. Owens, Mr. Joseph Brown, Mrs. Vera Brown, Miss Ruby L. Pinchback, Miss Dayna Roberts, Mrs. Marjorie Palmer, Mr. E. B. Palmer, Mr. W.

M. Reinhardt, Mrs. W. M. Reinhardt, Mrs. Thomasine Burthey, Miss Miriam C. Graves, Mrs. Loris S. Ray, Mrs. Mary Jane Kelly, Miss Almetta Armstrong, Miss Antonia Wallace, and Mrs. E. P. Norris.

Our National Government was founded and continues as a system of laws

Judicial hearings presume

"ALL MEN KNOW THE LAW"

and ignorance of the law is unacceptable as a legal defense. This fictitious presumption imposes a tremendous burden and responsibility on our citizens and the schools of each state.

Where do our citizens learn the law? —

Where will our students learn the law?

The Migration Of Negroes To The West 1879-1900

With Special Reference To Kansas

By CORINNE WILLIAMS BRUMMELL

Negro migration, it is generally believed, has been exclusively from the South to the North. At the present time, however, there is a considerable migration to the West Coast. Both there and in the North serious problems have arisen. It is timely, therefore, to re-examine the reasons for Negro migration to the West in the last quarter of the Nineteenth Century and the fate of the migrants after their arrival.

The viewpoint expressed in this study is one of critical inquiry into the reasons for the migration of a people Westward, the motivation for such a trend and the struggle for existence. Other writers have written on various phases of the migration but there seems to be no integration of the entire movement. Therefore, the writer has tried to integrate the materials used rather sparingly by other authors into a more comprehensive scope.

INTRODUCTION

The migration of Negroes has been since the early eighteenth century, a favorite solution for the "Negro problem." As early as 1713, the Quakers had a definite plan for freeing and returning them to Africa even though they were not free to extend their operations throughout the colonies.¹

A group of Quakers of North Carolina and Virginia adopted the scheme of settling Negroes in Northern states. A few were sent to Pennsylvania but this state was not secure because of its proximity to certain slave states. In 1822, however, a committee composed of forty Quakers was appointed to examine the laws of other free states, in order to determine the suitability of colonizing in such states. This committee suggested that Negroes be colonized in Ohio, Indiana and Illinois. After this report Negroes were sent out as speedily as possible. The American Colonization Society stepped in and offered certain inducements, causing many Negroes to seek Liberia as a "Haven." However, Liberia proved rather unsuccessful.² In reference to Colonization in Africa one author wonders "why Paul Cuffe, after taking the first boatload of free Negroes to Africa, came to doubt

whether colonization was the solution for the Negro in the United States."³

After the Liberia settlement failed Negroes were sent to the Northwest in great numbers. It seemed as though most of them preferred Indiana. Those who went to Ohio and Indiana were quite successful. By 1850, the slave law became more drastic thereby curtailing the movement to some extent. Nevertheless, Augustus Wattles, a Quaker from Connecticut, made a settlement in Mercer County, Ohio. It has been stated that within three years Negroes had bought 30,000 acres of land.⁴

The exodus of Negroes to free states also inspired other Negroes to seek Canada which was even more congenial than some parts of the United States. Most of these refugees settled in Southern Ontario which was near Detroit, their gateway for escape.⁵

Numerically speaking whether a migration can be considered as such depends upon the total population of the group investigated, also the invasion of the newcomers. Gunnar Myrdal in his **American Dilemma** seems to think only in terms of one Negro migration, that being in 1915.⁶ Evidence seems to reveal more than one. The Negro population in the United States in 1790 was 757,208; in 1880 it was 6,580,793; but in 1910 the Negro population had increased to 9,827,763. In reference to the Negro migration to the West or specifically Kansas in 1879, the Negro population was 627 in 1860. In 1880 after the peak of the migration the population was 43,107. By 1900 the Negro population had increased to 52,003. These figures, however, varied slightly in various compilations of Censuses. Although the migration of 1879 was not as great numerically as the one in 1915 neither was the Negro population as large. It might also be stated that populations were not recorded as accurately in 1879 as they were in 1915.⁷

³ R. W. Logan, "Some New Interpretations of the Colonization Movement," *Phylon*, (Atlanta, 1943), p. 332.

⁴ Woodson, *op. cit.*, pp. 35-36.

⁵ *Loc. cit.*

⁶ Gunnar Myrdal, *American Dilemma*, New York, 1944, pp. 182-201.

⁷ United States Census, *Negroes in the United States*, Washington, 1918, p. 33.

¹ Carter G. Woodson, *A Century of Negro Migration*, Washington, 1918, p. 20.

² *Ibid*, p. 22.

The following chart will give some idea as to the increase in the Negro population of Kansas for the years 1870 and 1880 by counties and cities.

COUNTIES

	1870	1880	Gain
Atchison	1,136	3,410	2,274
Barton		296	296
Bourbon	770	1,716	946
Cherokee	138	1,861	1,727
Coffey	156	433	277
Cowley		221	865
Douglas	2,352	3,217	221
Franklin	364	923	559
Graham		484	484
Hodgeman		129	129
Johnson	438	899	461
Labette	94	2,179	2,085
Lavenworth	4,284	4,970	686
Lyon	126	1,027	901
Marshall	8	231	223
Miami	466	868	402
Montgomery	65	684	610
Morris	72	532	460
Neosho	45	374	329
Osage	115	571	456
Riley	70	324	254
Saline	6	280	274
Sedgwick	9	268	259
Shawnee	729	5,356	4,627
Wabaunsee	85	646	561
Wyandotte	2,120	4,576	2,456

CITIES

Atchison	840	2,787	1,947
Fort Scott	460	1,086	626
Lawrence	1,412	1,996	584
Ottawa	262	475	213
Parson		678	678
Lavenworth	3,023	3,293	270
Emporia	105	546	441
Wichita		172	172
Topeka	473	3,648	3,175
Wyandotte	737	2,095	1,358

CONCLUSION

A critical study of the migration of Negroes to the West in 1879 revealed certain economic, educational, political and social conditions prevalent in the southern states during the period. These grievances caused considerable discontent among the Negro population and as a result they sought a "Haven" in the West.

These Negro migrants were directly stimulated to leave the South through leaders, circulars from railroad and land companies and letters received from friends and relatives already settled in the West.

The "Exodus" as it is often referred to, caused such an acute labor shortage, southern whites

became alarmed. Prominent members of the white race called a convention which was held in Vicksburg, Mississippi. There were many wonderful promises made to the Negro but he had learned not to be quite so gullible this being evident by the fact he continued to migrate.

It seems as though the entire nation became alarmed for the Senate began an investigation of the causes of the movement. The Republican Party was accused of encouraging Negroes to migrate. This theory seems to have been discarded. Two committees were formed to investigate southern conditions. These committees were called the "majority and minority committees." The majority committee which seemed to have been composed of Democrats made its study of the South and found no causes for the Negro migrating. On the other hand, the Minority Committee had an entirely different report from that of the majority committee. It found that most of the allegations concerning the treatment of the Negro were actually true.

There were also controversial issues between members of the Negro race. Frederick Douglass thought the emigration untimely while Richard Greener approved it.

The refugees arrived in Kansas in a very destitute condition. Various agencies were formed to aid the emigrants. These agencies were scattered throughout the East and North as well as the West. Many individuals also contributed toward the cause. England sent much clothing, household effects and other commodities.

Most of the emigrants did extremely well, in spite of adverse conditions. During the first year land was secured, houses built, furniture and other necessities secured. Records also point to the fact that crime was exceedingly low. The migrants did very little complaining with only a few returning to the South.

Publisher's Note — The above excerpts are taken from the complete study made by Mrs. Brummell. Should the readers indicate their desire to have the complete report or study printed, they should indicate same by writing to the editor of this Journal.

IMPORTANT DATES TO REMEMBER

DECEMBER 6, 1969

NCTA DELEGATE ASSEMBLY

DURHAM, N. C.

APRIL 2-3, 1970

NCTA ANNUAL CONVENTION

RALEIGH, N. C.

L. A. Teachers

The Association of Classroom Teachers of Los Angeles (ACT-LA), which represents about 20,000 of the system's 30,000 teachers, announced recently that it boycotted classes September 18 and staged a three-mile march from Dodger Stadium to the school system's administrative offices downtown.

Robert Ransom, ACT - LA president, said the purpose of the march was to call attention to "adverse teaching and learning conditions and inadequate salaries and decaying schools." It's time, according to Ransom, that the Los Angeles Board of Education recognizes the knowledge and expertise of classroom teachers in helping to cope with school problems.

Announcement of the protest march did not affect an earlier call for a strike vote of the ACT-LA membership on Monday, September 15, according to Ransom.

Some 3,500 teachers in San Diego voted to give the school board until November 5 to develop a comprehensive contract or face a strike vote.

In other states, about 73,750 pupils and 2,425 teachers were involved in strikes or work stoppages. At the conclusion of the second week of school in most areas, the states were Michigan, strikes in Coleman, Plymouth, Summerfield, and Montague, with 11,550 teachers back in classrooms in 93 districts without contracts; Pennsylvania, Aliquippa, Elizabeth-Forward, Shade-Central, and Gateway; Massachusetts, New Bedford; Indiana, Whiting; and Tennessee, Lawrence County, since August 18, probably the first strike of the 1969-70 school year.

Classroom tested and approved Experiential Development Program

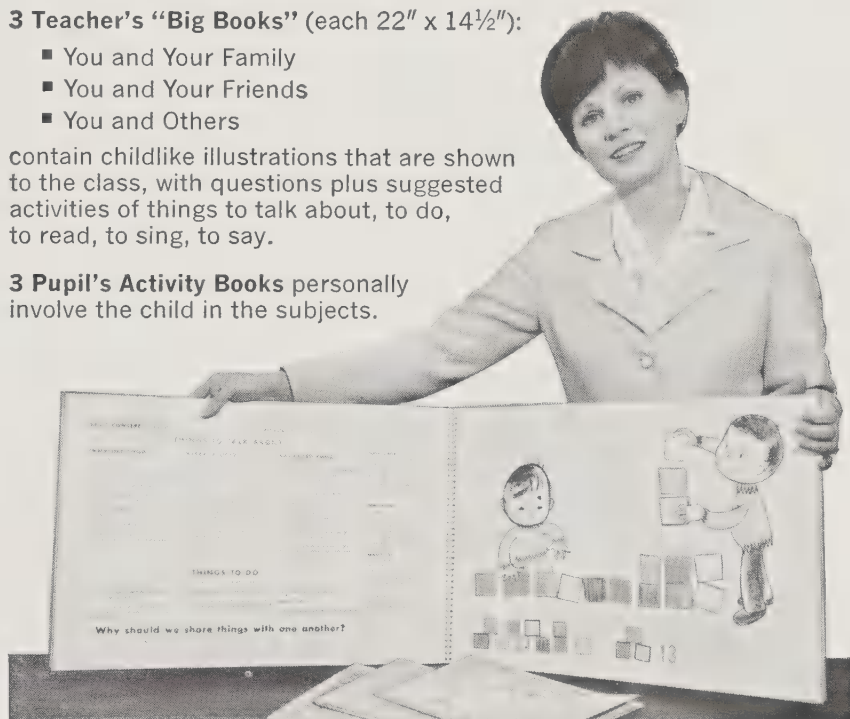
Here is a new "readiness" program for the four to six year old child. It introduces the child to school environment, broadens experience, develops oral communication skills, and builds basic social concepts. The program is structured for use with immature, average and advanced children . . . is ideally suited for use with those from various cultural backgrounds.

3 Teacher's "Big Books" (each 22" x 14½"):

- You and Your Family
- You and Your Friends
- You and Others

contain childlike illustrations that are shown to the class, with questions plus suggested activities of things to talk about, to do, to read, to sing, to say.

3 Pupil's Activity Books personally involve the child in the subjects.



Ask your Benefic Press Representative to show you this tested program . . . or write to Benefic Press for a copy of descriptive Bulletin B-98.



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Bessemer City, N. C.
28016

Phone: (704) 629-2055

SUMMER VACATION

The Majorcan Island Tour will not be offered this Summer as announced. Instead, a world Tour, a tour of Japan, China, Expo '70, Hawaii, and Teipai and an all Hawaiian Tour will be offered during the month of July. Complete details will be sent to all NCTA members.

Letters We Like

923 PLUM STREET

DURHAM, N. C.

April 11, 1969

TO: Members of Guidance Section, NCTA

FROM: Ray and Clara Thompson

RE: Recognition and Friendship

We regret we could not confront each of you personally to express our feelings and appreciation about the kindness you displayed on Friday, March 28. Therefore, the next best thing is to beg that you will accept this simple message in the personal way that it is intended.

Elaine Perry, Mildred Simons, Alice Solomon, Henrietta Yates and Jessie Corry paid us a personal visit Friday evening to deliver the gifts, and we accepted them as your personal representatives. Your gifts: the plaque, flowers and purse were received with deep and sincere feelings. We burst with joy because we were happy, and also to push back the tears.

Ray has earmarked the money for reproducing copies of his recently received license as a practicing psychologist, to frame them, and of course, part of it was used for the trip to Las Vegas. Clara has enjoyed the beautiful flower and has made every effort to save it through refrigeration.

Our door has always stood ajar, and nothing will give us greater pleasure than to have you drop in individually and/or collectively whenever you feel a desire to do so.

Warm regards and may God be with each of you always.

/s/ Ray and Clara Thompson

* * * * *

NAACP LEGAL DEFENSE AND
EDUCATIONAL FUND, INC.

10 Columbus Circle
NEW YORK, N. Y. 10019

18 September 1969

Dear Mr. Palmer:

A \$2,000. contribution from The North Carolina Teachers Association to L. D. F. has just been received. It is an article of faith. May it work miracles in good citizenship and goodwill among Americans. Thanks to you and the teachers of North Carolina from Jack Greenberg and me.

I need to talk with you. Things do not look good for Negro teachers and/or Negroes in America at this time. Things do not look good for America.

Sincerely yours,
/s/ John W. Davis
Special Director
Teacher Information
and Security

U. S. DEPARTMENT OF COMMERCE

Maritime Administration
United States Merchant Marine Academy

KINGS POINT, NEW YORK 11024

Executive Secretary
North Carolina Teachers Association
125 Hargett Street
Raleigh, North Carolina

Dear Sir:

The United States Merchant Marine Academy desires to inform qualified young black men of the opportunities available to them at the Academy and in the United States Merchant Marine.

The Academy, operated by the Maritime Administration of the United States Department of Commerce, is located on Long Island Sound at Kings Point, New York, about twenty miles from New York City. The Academy educates and trains young men for careers as licensed deck or engineering officers in the Merchant Marine, through a four year college curriculum leading to the Bachelor of Science degree. In addition to receiving a degree and a license as third officer or third assistant engineer, graduates are commissioned as Ensigns in the United States Naval Reserve.

Candidates for admission must be nominated by a Congressman or Senator, but are selected for appointment by the Academy, based upon their competitive standing within the state from which nominated. Competitive standing is determined by College Board Examination scores, high school record, and a subjective evaluation of candidates' leadership potential and motivation.

Young men desiring admission to the Academy with the class entering in July 1970 should request a nomination from a Congressman or Senator as soon as possible, and not later than December 1969. In cases where a man has difficulty in obtaining a nomination, the Academy may be able to render assistance.

We have had numerous black graduates from the Academy, all of whom have served our nation well and pursued successful careers. We hope that your organization will be able to assist us in our effort to recruit qualified young men from the communities which you serve.

Additional information may be obtained by writing to:

Admissions Office
U. S. Merchant Marine Academy
Kings Point, New York 11024

We would be particularly appreciative if you could furnish us with the names and addresses of young men interested in our program.

Brochures and applications available at NCTA Headquarters.

Sincerely,
/s/ Gordon McLintock
Rear Admiral, USMS
Superintendent
* * * * *

DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE

Office of Education
WASHINGTON, D. C. 20202

Dear Superintendent:

During recent years a number of schools in the United States have participated in the Teacher Exchange Program which the Office of Education administers in cooperation with the Department of State. Through the cooperation of school officials, arrangements have been made for teachers to exchange teaching positions, and staff members also have been released to accept one-way teaching assignments abroad. Government travel grants have been made available to American and foreign teachers selected by the Board of Foreign Scholarships for these assignments.

In addition to the interchanges and one-way assignments for American teachers abroad, schools in this country may participate in the exchange program by making a position available for one academic year to a foreign teacher. Under this arrangement, the school would pay the teacher a salary in accordance with regular salary schedules. Teachers who are selected by the Board of Foreign Scholarships and who are placed in American schools on one-way assignments usually will have transportation paid to and from the United States as provided under Public Law 87-256, the Fulbright-Hays Act.

I am writing to ask your cooperation in making known to the members of your staff the avail-

ability of grants during the 1970-71 academic year and to attend summer seminars overseas. U. S. elementary and secondary school teachers, as well as instructors and assistant professors at the college level, may apply to teach for a year in a foreign country. Americans who teach foreign languages or social studies may also apply for summer seminars to be held overseas.

Enclosed are several posters listing the opportunities and the basic requirements for application. We hope that you will have them distributed so that as many of your staff members as possible can see them. Interested teachers should write to us before November 1 to obtain copies of our bulletin, **Opportunities Abroad for Teachers, 1970-71**, a copy of which is enclosed, and appropriate application forms. Their requests should be addressed to:

Teacher Exchange Section
Institute of International Studies
U. S. Office of Education
Washington, D. C. 20202

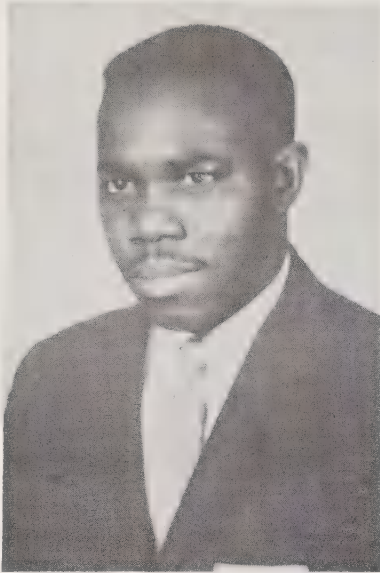
This Office is most grateful for the assistance which we have received in the past from the many school and college administrators throughout the country.

Sincerely yours,
/s/ Robert E. L. Crane
Acting Chief
Teacher Exchange Section
Division of International Exchange
and Training
Institute of International Studies



"I saw the picture."

Allen Receives Post



The Board of Directors of the North Carolina Teachers Association recently announced its decision to employ Bernard Allen as Field Representative. Allen replaces F. D. McNeill who resigned in August of 1968 to accept a position with the Learning Institute of North Carolina in Durham.

Bernard Allen comes to the NCTA after serving 6 years as a classroom teacher in Vance County Public Schools, Henderson, N. C. Having graduated with a B.A. degree in Social Studies from Saint Augustine's College, Raleigh, Bernard has done further studying at North Carolina Central University, Durham, and East Carolina University, Greenville.

A member of Phi Beta Sigma Fraternity, the Masonic and Elk Lodges, Bernard has served as Vice-President of the East Piedmont District NCTA, Chairman of the Resolutions Committee of the Vance County Unit, member of the Vance County Unit Professional Rights and Responsibilities Committee of the NCTA and a member of the Vance County NCTA-NCEA personnel Policies Committee.

An Episcopalian and married, Allen is the father of two children. At the age of thirty-one, Allen assumed his duties as Field Representative for NCTA on September 1, 1969. E. B. Palmer, executive secretary of the NCTA said "We are quite fortunate to be able to bring a man of Allen's ability and enthusiasm to the state office. We are looking forward with great anticipation to the outstanding contributions Allen will make to a new and more vital program which NCTA is going to launch during 1969-70."

King Picked For Sanford Award

Stacy King, principal of the newly opened Eastern Wayne High School (Wayne County), was 1969 winner of the Terry Sanford award for creative teaching. He was recognized for administrative leadership in working with faculty and students to implement new ideas in instruction: a student-centered school, curriculum innovations in the language arts and social studies, and the development of independent study and individualized instruction. King has been an educator for 16 years, 6 at New Hope School (Wayne County) where he served as principal until last year.

A native Tar Heel, King attended Campbell College, received his B.A. degree from Atlantic Christian College and his master's degree from East Carolina University. His father, J. W. King of Belfast, is a former principal, and his late mother was a teacher. King is married to the former Mary Louise Po-

well, who was a teacher at Fair Bluff.

King began his teaching career at Seaboard in Northampton County. After two years of active duty in the Navy Reserve, he was a teacher-coach at Brogden High School for three years. He served in the same capacity at Maury School in Greene County for one year. Later King became dean of students at Charles B. Aycock High School in Pikeville.

Mrs. Helen R. Culp and Mrs. Ylia P. Walsh, professors at Gaston College, Gastonia, were joint honorable mention winners. They were cited for efforts in the field of team teaching.

The award was established from funds donated by members of the teaching profession for Governor Terry Sanford in recognition of his contributions to education. The former Governor requested that the funds be awarded to persons in the education field who contributed outstanding innovative ideas. The

program is administered by the North Carolina Education Association and the North Carolina Teachers Association in cooperation with the Learning Institute of North Carolina. Judges are selected from the teaching profession. The winner receives a plaque and a \$400 cash prize. The honorable mention winner receives a citation and \$100.

Mrs. P. J. Weaver, wife of the late superintendent of Greensboro Public Schools received a special posthumous award on behalf of her husband. The honorary award was given for dedication to the problems of public education in Greensboro and in North Carolina. Weaver served as assistant superintendent in Greensboro from 1951 to 1958 and was superintendent from 1958 until his death in March, 1969.

The awards were presented at ceremonies held at Quail Roost Conference Center, Rougemont, by State Superintendent Craig Phillips.

A Geometry For Teaching

By DAVID L. MALLETT

Associate State Science Supervisor

N. C. Department of Public Instruction

Today, we are going to talk about some geometric figures that I think are important — an arrow, a vertical line, triangle and a square. The arrow represents the objectives of education. The vertical line represents concepts and experiences. The triangle represents the type of experiences. The square represents the relationship between the pupil and the teacher.

Let's start with the arrow, the objectives of education — our goals. What are our goals? Where are we heading? Along the arrow continuum, we find six educational objectives arranged in hierarchy fashion. The lowest on the continuum is recall which is mainly a memorization of facts. Unfortunately this objective is the one prevalent in our school course syllabus objectives. To the contrary, it is the one impressed into the minds of children when they are evaluated and rewarded for high attainment of this goal.

It is only when we move further toward the arrowhead that we get into the areas of intellectual skills and abilities that are so widely acclaimed on paper. Our first encounter in this area is comprehension. This objective demands that the student has a thorough understanding of the experiences he has been exposed to. In application, the student demonstrates his knowledge and understandings of an experience as well as his ability to utilize his knowledge and understanding to solve a problem.

In analysis the pupil demonstrates his ability to logically dissect a whole and to see its relationship. Synthesis requires organizational ability — to take parts and arrange them into a meaningful whole. At the peak of the arrowhead, we found the highest of these educational objectives, evaluation. It requires one to make a decision — a vital judgment. The pupil must use the evidence and this requires the knowledge and skills of the preceding objectives.

Once we have decided upon our teaching objectives, we have to make a decision about what big ideas and concepts in our subject content do we want our students to obtain and what path

are our pupils to take to internalize these ideas. A vertical line can symbolize route from experiences to concepts for the pupil and parallel vertical moving in opposite direction for the teacher's route. In other words, the teacher has in mind the ideas or concepts she thinks the pupil should be able to form or conceptualize after a certain exposure of experiences. The pupil has the experiences and hopefully internalizes the concepts the teacher has preformulated. What the teacher wants the pupil to do is stated in a manner that the attainment of the desired outcome can be measured.

Our next problem is what type of experiences are best suited to obtain the type of objectives we have set forth. A triangle is our symbol for this area — the cone of experiences. We will start at the base of the triangle and move toward the apex. At the base, we will find direct purposeful experiences. It has been found that students tend to learn more and enjoy it more when they are directly involved. The experiences are more of a concrete nature. These experiences make maximum use of the senses, sight, hearing, touch, taste and smell.

If we are unable to provide direct experiences, we can have contrived ones. Laboratory experiences are generally of this nature. It is recommended that the laboratory experience be one of the problem solving type.

Another type of experience close to the base of this triangle is the dramatized experience. We are seeing more of this type of experience in education today — simulation problems and role playing. It is believed that this type of experience is very effective in helping disadvantaged children to succeed in school.

The three types of experiences we have mentioned so far makes use of all of the senses. If for some reason we are not able to provide these three then we must move further from the base.

Our next stop is in the area of demonstrations. The pupil receives this experience by observing someone else perform. Although he is not actively

involved, he does utilize in most instances two of his senses, sight and hearing. Occasionally, the other three may be brought into play.

Field experiences are another type of activities that can be utilized in aiding pupils to conceptualize. This experience is used often in science and history classes. It should be used more in all areas. Field trips need to be well planned in advance. The pupils need to be made aware of what is expected of them.

Exhibits are midway the triangle. In general they fill a void that exists because of the inherent nature of the objects and organism which they represent is one which is not conducive to utilization of the previous experiences outlined museums, zoos and botanical gardens are the first to come to mind in this category. However, there are others such as mockup and models that are displayed by industry and governmental agencies. Less exotic are models, commercial and "homemade" that are used in the classrooms. Also, exhibits prepared by students for display at "Science Fairs" provide this kind of experience.

Television is one experience that practically all American children are exposed to, perhaps too much. Nevertheless, it can be an effective tool for enhancing learning. It is especially adapted to presenting in-science and up-to-date events. Action is its forte. It can be adapted to provide demonstrations, field trips and exhibits in a stimulating, vicarious way.

Motion pictures provide an action type of experience that is usually action oriented. Its advantages are the control the teacher has and its appeal to the senses of sight and hearing. Television has the same appeal.

Recordings, radio and still pictures taken as separate entities appeal only to one of the senses, seeing or hearing. However, recently these type of experiences have been used extensively for upgrading pupil's knowledge and understanding. This is evident in the variety of tutorial programs and independent study.

Visual symbols are being used to provide pupil experiences, of studying graphs, pictures and charts to enhance their learning. More of these are being utilized to provide additional learning cues for pupils.

Finally, we have arrived at the pinnacle of our triangle and there we find the verbal symbols, the printed word and numbers. This is the most abstract of the experiences and should be presented only after the others have been used or only when it is not feasible to use the previous experiences.

So in ascending the triangle from the base to the top we have moved from the concrete to the abstract, the familiar to the unfamiliar.

Lastly, we come to the square. The human factor in this geometry; the teacher-pupil interaction in the classroom. The square represents a matrix developed by the psychologist, Ned Flanders, as a means of determining the amount of teacher talk and pupil talk in a classroom when recorded by a trained observer.

It is thought when you have more student talk, especially when it is volunteered, the pupil is actively involved. He feels that the experience is uniquely his. Too much teacher talk tends to stymied the student involvement and is ineffectual to the learning process. Ideally the teacher acts as a facilitator and director.

If the square is square the tone of class is set for learning.

Now we have talked about these geometric figures that symbolizes good teaching, the arrow of objectives, the vertical line of conceptualizing, the triangle of experiences that facilitate learning and the necessity of a pupil-teacher involvement that is square, let's put this discipline of mathematics in operation.

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AMERICAN EDUCATION WEEK

NOVEMBER 9-15, 1969

WHERE, WHEN AND HOW TO
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225 Peachtree Center South, Atlanta, Georgia 30303

UFE Takes Stand On Tax Levies

The United Forces for Education will support local option sales tax levies only in those counties where county commissioners commit themselves to maintaining the present property tax rates and to earmarking a major portion of the increased revenue to the public schools.

The UFE took this action at a meeting in Raleigh recently.

"Local governments are about to step into one of the state's prime sources of revenue," Mrs. Riley Monds, UFE chairman and PTA representative, said. "When they do, they must accept the responsibility of providing services to children which would have been provided had the state levied the same tax," she added.

Members of the UFE organizations expressed the fear that adoption of the local option sales tax by the various counties would result in a reduction of property tax rates without additional revenue being provided for public schools. In counties where property tax rates are not lowered, additional funds will be available for school current expense needs and for buildings.

Dr. A. C. Dawson, executive secretary of the North Carolina Education Association, said the NCEA, as a member organization of the UFE, is in complete agreement with the position adopted by the UFE on the local option tax.

"In light of the sentiment being expressed by our members we are urging local NCEA units across the state to become very active in these elections," he said.

Dawson expects the NCEA Legislative Committee to take a firm stand on the issue in the near future.

He also said, "The tax could be a boon for local governments and for public education, but only if clear understandings are reached prior to the election about tax rates and future use of the revenue." He added, "The need for more funds has been demonstrated, especially for schools."

This new local source, according to Dawson, can pay supplements to teachers, employ additional teachers, purchase books and instructional supplies, and build classrooms where pupil growth is pushing counties to the limits of bonded indebtedness.

Currently about 50 cents of each state General Fund dollar goes to the public schools for current expense operations. An additional penny sales tax, levied on a local option basis statewide, would produce almost \$65 million.

Mrs. Lena Marley, of the State School Boards Association, pointed out that about 57 cents of each local government budget dollar goes to the public schools, primarily for capital outlay since counties are charged with providing buildings for school operations. She said the percentage of the total public school dollar from local sources has been shrinking and has now fallen below that of the federal government's share.

Mrs. Marley said, "Because of this trend, if for no other, the major portion of these new

funds should go into the local public school budget, including current expenses."

Mrs. Monds also said this trend should be reversed and that "local governments must accept the responsibility of providing not only additional control, but also additional money."

Dr. Raleigh Dingman, executive secretary of the State School Boards Association, said, "Our association has urged its local boards of education to seek a definite commitment from county commissioners concerning the revenue which would accrue from the local option sales tax."

He reported that school boards are concerned that the tax might be used to reduce property tax levels without adding additional support for school operations.

Citizens in all 100 counties in North Carolina will vote on November 4 on adding an additional one penny to the current sales tax levy. Mecklenburg voters will consider increasing the sales tax there from four to five per cent.

If North Carolina follows the pattern in other states, not more than one-third of the counties will approve the tax in November. After 12 months have elapsed, new elections can then be called by any county which defeated the tax. Elections can be called at any time thereafter, and it is expected that they will be called again and again until the tax is approved by every county in the state.

Property taxes in North Carolina are at present among the lowest in the nation. So are total per capita taxes from all sources. Nevertheless, a major drive has been mounted in recent years to shift the burden of taxation still further from the property tax and into the sales tax.

\$8,000.00 GRANT

Alpha Delta Kappa, International Honorary Sorority for Women Educators, will receive applications until July 15, 1970, for its second \$8,000 grant for research designed to utilize the arts and humanities for the benefit of people today.

The first of three projected \$8,000 grants for this purpose was awarded to Miss Emily Dennis of New York, who will use it to move the arts and humanities resources of the museums out to the people.

Miss Dennis, who has an M.A. degree from the Institute of Fine Arts, New York University, did much of the planning which led to the opening last Spring of MUSE, a store-front museum in Brooklyn, which received national recognition. With the Alpha Delta Kappa grant, she is studying methods to teach the disadvantaged and coupling that with research in urban and rural underprivileged areas to determine the needs, interests and capabilities of the people. She hopes to establish portable museums which would be teaching centers.

Mrs. Jeanne Neal, Alpha Delta Kappa Grant Coordinator, says that the sorority now is receiving requests for application forms for the second grant. She stresses that innovative and challenging methods of utilizing the arts and humanities are sought. Women who have their master's degree work completed are eligible to submit their projects.

Applications may be obtained from Mrs. Jeanne Neal at 1615 West 92nd St., Kansas City, Missouri 64114.

TOTAL COUNTY PROPERTY TAX LEVIES AND LEVIES FOR PUBLIC SCHOOL PURPOSES, BY COUNTY, FOR THE 1967-68 FISCAL YEAR

County	Total County-wide Levy	County-wide Levy for Schools	Percent for Schools	Levies for School Districts	
				By Counties	By Cities
Alamance	\$ 4,147,107	\$ 2,640,677	63.7%	\$ 299,717	\$
Alexander	482,176	154,296	32.0		
Alleghany	242,386	140,584	58.0		
Anson	694,368	381,902	55.0		
Ashe	545,179	290,308	53.2		
Avery	304,521	158,881	52.2		
Beaufort	1,368,791	691,794	50.5	59,212	
Bertie	630,558	323,800	51.4		
Bladen	815,755	414,492	50.8		
Brunswick	839,277	340,956	40.6	13,848	
Buncombe	6,611,119	3,237,169	49.0	501,646	
Burke	1,893,818	956,378	50.5	180,446	131,203
Cabarrus	2,897,999	1,645,132	53.3		61,835
Caldwell	1,837,615	955,560	52.0		148,321
Camden	147,929	77,134	52.1		
Carteret	1,047,154	428,099	40.9		
Caswell	464,771	254,763	54.8		
Catawba	3,606,071	1,909,775	53.0	391,386	
Chatham	953,370	605,956	63.6		
Cherokee	420,288	175,177	41.7		
Chowan	468,651	299,332	63.9		
Clay	164,079	56,269	34.3		
Cleveland	2,985,249	1,396,326	46.8	856,726	
Columbus	1,848,928	1,078,831	58.3		
Craven	1,656,111	993,627	60.0	96,354	
Cumberland	5,023,679	1,990,525	39.6	299,019	
Currituck	345,069	188,395	54.6		
Dare	558,274	242,870	43.5		
Davidson	2,918,096	1,795,213	61.5	250,302	147,910
Davie	700,044	294,018	42.0		
Duplin	1,413,702	586,900	41.5		
Durham	5,478,260	2,578,517	47.1	2,045,217	
Edgecombe	1,659,540	1,135,508	68.4	84,697	283,802
Forsyth	12,804,144	8,210,120	64.1		
Franklin	808,045	339,970	42.1	67,075	
Gaston	5,056,998	1,994,097	39.4	1,223,091	
Gates	258,485	125,602	48.6		
Graham	182,256	99,052	54.3		
Granville	1,112,302	692,994	62.3		
Greene	520,456	305,827	58.7		
Guilford	11,143,469	5,725,486	51.4	5,784,621	
Halifax	1,565,597	938,811	60.0	26,432	231,599
Harnett	1,577,328	833,547	52.8	38,051	
Haywood	1,555,610	1,095,391	70.4		
Henderson	1,755,795	1,038,528	59.1	122,566	
Hertford	743,943	396,415	53.3		
Hoke	560,548	345,265	61.6		
Hyde	214,918	107,777	50.1		
Iredell	2,332,041	1,360,004	58.3		361,355
Jackson	561,109	258,973	46.2		
Johnston	2,176,545	1,198,118	55.0		
Jones	278,172	99,629	35.8		
Lee	1,360,383	746,699	54.9	143,220	
Lenoir	2,137,028	1,362,355	63.8	142,763	
Lincoln	1,334,262	804,624	60.3		11,540
Macon	474,496	223,448	47.1		

County	Total County-wide Levy	County-wide Levy for Schools	Percent for Schools	Levies for School Districts	
				By Counties	By Cities
Madison	400,424	156,263	39.0	9,280	
Martin	1,052,442	536,493	51.0	112,778	
McDowell	856,851	450,480	52.6		
Mecklenburg	24,130,920	17,318,789	71.8		
Mitchell	367,191	150,548	41.0		
Montgomery	882,627	549,944	62.3		
Moore	1,372,058	823,235	60.0	206,214	
Nash	2,122,431	1,446,397	68.1		320,178
New Hanover	3,735,610	2,071,938	55.5		
Northampton	950,636	463,435	48.7	8,235	
Onslow	1,552,746	708,966	45.6		
Orange	1,777,816	1,322,873	74.4	317,579	
Pamlico	345,148	195,895	56.8		
Pasquotank	913,183	469,376	51.4		
Pender	577,402	338,275	58.6		
Perquimans	320,393	159,331	49.7		
Person	1,166,805	655,112	56.1		
Pitt	2,382,117	1,197,963	50.3	473,810	
Polk	314,792	178,872	56.8	66,888	
Randolph	2,107,908	1,293,489	61.4	430,511	
Richmond	1,395,865	753,767	54.0		
Robeson	2,076,434	988,778	47.6	170,511	116,424
Rockingham	3,023,390	1,740,868	57.6	434,389	
Rowan	2,881,038	1,501,407	52.1		214,844
Rutherford	1,573,017	785,604	49.9		
Sampson	1,377,866	581,766	42.2	185,779	
Scotland	1,070,896	661,436	61.8		
Stanly	1,180,902	638,692	54.1	548,073	
Stokes	868,480	521,262	60.0		
Surry	1,749,957	990,333	56.6	140,053	
Swain	206,051	48,483	23.5		
Transylvania	710,524	390,414	54.9		
Tyrrell	166,270	66,387	39.9		
Union	1,617,779	851,766	52.6	57,321	
Vance	1,149,124	663,526	57.7		
Wake	8,416,185	5,003,323	59.4	3,313,458	
Warren	469,137	230,996	49.2		
Washington	429,705	276,405	64.3		
Watauga	537,677	254,175	47.3		
Wayne	2,703,451	1,247,747	46.2	284,391	
Wilkes	1,315,652	677,317	51.5		41,675
Wilson	1,761,645	906,468	51.4	290,481	
Yadkin	814,254	413,912	50.8		
Yancey	302,569	80,685	26.6		

Water Pollution

Teachers interested in water pollution and conservation in general may secure informative and colorful brochures for free distribution to their students.

Showdown is a new booklet describing water pollution problems and what the Federal Water Pollution Control Administration is trying to do about them, of interest to practically all ages and colorfully illustrated.

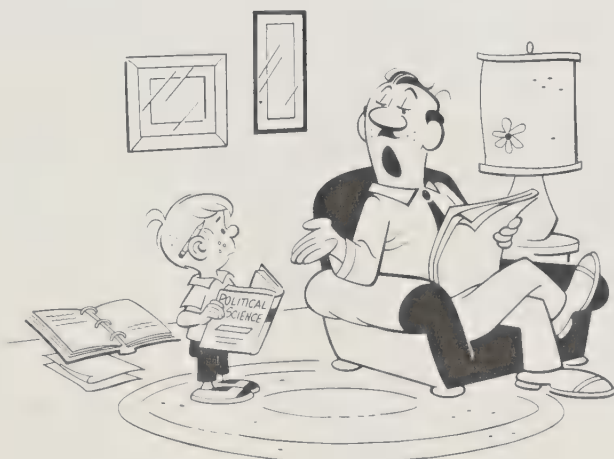
The New Conservation Era is a flyer helpful to teachers of general science, geology, or earth science referring to books concerned with immediate environmental problems facing this nation.

Needed: Clean Water, a booklet done in cartoon style, is suitable for use with junior high students and perhaps students in the higher elementary grades.

What you Can Do About Water Pollution is a colorful folder describing a number of ways to help prevent or control water pollution.

Clean Water — It's up to You give needed information for every citizen about water pollution problems and what needs to be done about them.

Teachers may obtain copies of the above publications for their students (without cost) by writing to James D. Bowyer, Federal Water Pollution Control Administration, Middle Atlantic Region, 918 Emmet Street, Charlottesville, Virginia 22901. In addition, teachers may obtain listings of conservation films and publication available by requesting them.



"It's simple, son. One generation pays the last generation's debts by issuing bonds for the next generation to pay."

Increasing Parental Responsibility Through Home - School Contacts

By OCTAVIA B. KNIGHT, Ph.D.

Associate Professor of Education

North Carolina College at Durham

Recent developments in our society underscore the importance of parents assuming a greater responsibility in helping youth develop their potential and capabilities. Particularly is this true in regard to the culturally disadvantaged learner. Parents must intensify their efforts to assist teachers in planning and providing enriched experiences for these children.

The impetus for the initiation and development of a workable plan should originate with the principal. The actual implementation of the program, however, should be done under the principal's supervision by a carefully selected committee of parents and teachers. The teachers who serve on this committee should be able to understand the problems and limitations of the disadvantaged learner and the parents.

There is no one single factor that will serve to increase parental responsibility, but a realistic approach to the problem suggests that every effort should be made to involve parents in the total program of the school.

If success is to be achieved, parents and teachers should place emphasis on the solution of problems affecting the educational, cultural, social, physical and emotional welfare of each pupil.

Among the numerous projects that have proved successful are workshops for parents, participation in cultural enrichment experiences, participation in regularly scheduled group activities, and home visitations.

Cooperation from parents may be secured through group participation and mutual interaction. In a series of workshops the parents, teachers and children may engage in activities together. Parents should be given an opportunity to display their talents along with the children. The activities should be planned jointly by a parent-teacher committee.

Parent participation as chaperones for field trips, excursions, visits to museums, concerts, dramatic presentations and other activities can be an important element in developing closer relations between the home and school. Adults who participate in these activities will be able to share their experiences with others.

An essential feature of a program to increase parental responsibility should be regular visits to the homes of disadvantaged children. These visits, made by understanding teachers, can help to establish rapport between the parents and teachers.

Group discussions have proved to be an effective phase of a program to interest parents. A series of meetings may be planned for Sunday afternoons in order that the working parents might attend. Topics for these monthly meetings may center on the home and school problems. Parent activity and interest may also be stimulated by scheduling a social hour following the discussions. Interests may be shared during a tea prepared by a rotating committee of parents.

Many parents desire to participate in the school activities but are reluctant to volunteer their services. A special request from a teacher or principal will often result in the parents consenting to do a variety of tasks. A booklet, pamphlet, newsletter or other forms of written communication should be made available to the parents. This communication will keep the parents informed on school affairs and other interesting highlights of the program.

SUCCESSFUL HOME-SCHOOL CONTACTS

The nation wide concern over the problems of the disadvantaged learner is evidenced by the number of recent successful projects devoted to helping these children. In each project there was a concerted effort to involve parents in the program.

Developing closer relations between the home and the school was a vital part of the Higher Horizons program in New York City. This goal was attained in a number of ways. Among these were workshops, newsletters, parent associations and study groups.

In Washington, D. C. the success of the various programs for the disadvantaged learner is attributed to parental involvement. To cite an example, attendance at the Cardoza High School P. T. A. meetings increased from 250 to approxi-

mately 1,900 when the former dynamic principal, Dr. Bennetta Washington instituted a program which resulted in a completely changed image of the school.

In Chicago, Illinois, parent education was a most important aspect of the Doolittle Project. Through panel discussions, individual conferences, and monthly meetings parents were better able to understand their children.

In St. Louis, Missouri, cooperation from the parents in the Banneker District resulted in higher school achievement, increased attendance, and an over-all increase in favorable attitudes towards the school.

In a report on the Detroit Great Cities Project, Carl Marburger, related that the project aimed at seeking solutions to problems by developing a two-way understanding in order that parents and teachers could reinforce each other and provide worthwhile experiences for children. School-family contacts proved of tremendous value to both children and parents.

Parental Involvement

In Pittsburgh, Pennsylvania, John M. Brewer, Assistant Superintendent of Schools for Community Relations, and former principal of the Miller School which is composed largely of children from low socio-economic groups attributes the success of the Pittsburgh project to getting the parents involved in the program. Through meetings and home visitations the aid of the mothers was enlisted which resulted in the solution of numerous problems. Attendance at P.T.A. and school attendance increased. In addition, several channels were set up for getting clothes donated for children without proper clothing.

At Riverview Elementary School in Murfreesboro, North Carolina, Principal Abner R. Bowe has been successful in involving parents in every facet of the school program. Parents serve on a volunteer basis in various capacities. Some of these duties consist of membership on school committees and fund raising projects; as chaperones for field trips, tours, and concerts, as hostesses at social hours, and also serve as non-paid substitutes in the classroom to relieve teachers for special meetings and workshops scheduled during the regular school hours.

Parent cooperation was the key to the success of the school program at Lyon Park Elementary School in the city of Durham, North Carolina, according to former Principal W. L. Bradsher, Jr. The most obvious measure of success is evidenced by the various activities in which the parents participate. Parents serve as chaperones on all field trips, provide clothing and money for shoes for indigent children, periodically clean,

Collins Receives Appointment



W. R. Collins was recently named by the NCTA Credit Union Board of Directors, to serve as Acting Treasurer-Manager of the Credit Union. Mr. Collins is currently serving as Field Agent for the Hammocks Beach Corporation. He is also a past president of the North Carolina Teachers Association.

arrange and alter clothing in the clothes bank, provide and serve refreshments at all meetings when guests are present, engage in fund raising activities to provide funds for special needs such as supplementary teaching materials.

Dr. John B. Burks, Professor of Education at Jersey City State College, Jersey City, New Jersey feels that lay participation under the guidance and leadership of professional school personnel is the best way to provide quality education for America's youth. An experimental program carried out in a small south Georgia community during his five years tenure as supervising principal resulted in significant accomplishments. Efforts to improve the situation began with the organization of a district curriculum council, composed of students, parents, other interested lay people and teachers. Through the efforts of the council, general school reorganization and improvements were made.

In addition to involvement in school planning and implementation of sound curricular practices, lay people and parents spent many hours of labor building bicycle stands, landscaping, painting and repairing the building. These activities resulted in excellent public relations and parental involvement in the total school program.

Concluding Statement

It is apparent that the home and school share a dual responsibility in ameliorating the educational, cultural, social and physical differences or deficiencies that exist among disadvantaged learners. Thus, the inclusion of parents in the activities of the school should be the ultimate goal of teachers and administrators. Closer contact between the home and school will enable parents to gain valuable insight and understanding of their children's problems. Only when parents become aware of the problems and are urged to take action or assume some definite responsibility will undesirable situations be alleviated.

One final word: The time has come when the home and school must work together to prepare children to meet the demanding challenges of today's world.

Information for Secondary Schools About Financial Aid Materials and Services, 1970-71

Parents' Confidential Statement— Academic Year 1970-71

More than 900 colleges and universities that are members of the College Scholarship Service Assembly (CSSA) require the parents of financial aid applicants to submit a Parents' Confidential Statement (PCS). Over 500 nonmember colleges also request the PCS. A list of these institutions is included in **Financing a College Education: A Guide for Counselors**. However, candidates for financial aid should be urged to consult the publications of the individual colleges for complete instructions about application procedures.

Each year the College Scholarship Service (CSS) asks secondary schools to distribute the PCS to students or their parents who seek financial aid for college expenses. The CSSA member institutions greatly appreciate the assistance of schools in making the PCS available to students.

The **Parents' Confidential Statement — Academic Year 1970-71** must be completed by parents of students who are requesting financial aid for the 1970-71 academic year. Please discard any remaining copies from other years.

Parents of a secondary school senior who have submitted a PCS during the student's junior year must file a new one to receive consideration for aid in 1970-71. The only exception might be for students who have applied under an early decision plan. These students should consult the colleges directly about the appropriate procedures to follow.

The PCS should be filed with the CSS, which will make copies of it and send them, along with an analysis of the student's financial need, to the colleges named as recipients. Even though a student is applying to more than one college, his parents should submit only **one** PCS. All colleges or agencies to which copies are to be sent should be listed in the space provided on the form. The fee for processing and sending a copy of the PCS, with a need analysis report, to one college is \$3; for each additional college, the fee is \$2.

Most college and agency bulletins specify their deadlines for receipt of financial aid applications. The PCS should always be filed at least three weeks earlier than the deadline, to allow time for

processing by the CSS. The list of institutions in **Financing a College Education: A Guide for Counselors** indicates, for each college, the date by which a PCS is needed at the CSS. Parents should file the PCS by the earliest date specified by any of the colleges to which a student is applying for financial aid.

If a student's parents own all or part of a business or are self-employed professionals, they must complete Supplement A. Parents who are farm or ranch owners, operators, or farm tenants should complete Supplement B. Both supplements are included in the PCS and the appropriate one must be returned to the CSS with the completed statement.

Two out of every three statements are delayed in processing. The principal causes have been failure of parents to provide income estimates for the next year or failure to itemize and explain all circled items. Schools are requested to urge parents to read the instructions carefully and to complete the forms fully and accurately.

A Letter to Parents: Financial Aid for College

This booklet explains the philosophy of financial aid developed by the member colleges of the CSSA. It explains how a family's individual financial need is assessed by the CSS, what responsibilities parents have in financing a college education, and ways in which that financial responsibility can be met. The CSS asks schools to distribute a copy of the booklet with each PCS. In addition, schools are encouraged to give it to parents of students below the twelfth grade who are interested in making long-range financial plans.

Financing a College Education: A Guide for Counselors

This booklet for secondary school counselors explains the work of the CSS, describes the procedures used by the CSSA member colleges to determine the amount of financial aid a student needs, and contains information about sources of financial assistance. A chart and table are provided for estimating the amount of financial support normally expected from the income and assets of parents who have one to five dependent children.

The booklet also contains a statement of college financial aid principles, as approved by the member colleges of the CSSA, which serves as a guideline for their student aid programs. Schools are urged to distribute the statement to parents and students interested in financial aid. Copying or reprinting the statement for this purpose is permitted.

Copies of the booklet are supplied annually to secondary schools. A maximum of five additional complimentary copies can be obtained by secondary schools on request. Copies in quantities above five can be ordered at 25 cents per copy. It is requested that payment accompany orders.

College Board Regional Offices

The directors of the regional offices of the College Entrance Examination Board — and their staffs — are available throughout the year to provide schools and colleges with information about CSS activities. Counselors and financial aid officers are encouraged to meet these directors and to work closely with them in matters dealing with CSS policy and membership or financial aid in general.

Midwest —Hollace G. Roberts, Director
Midwest Regional Office
College Entrance Examination Board
625 Colfax Street
Evanston, Illinois 60201

Northeast—Bernard P. Ireland, Director
Northeastern Regional Office
College Entrance Examination Board
475 Riverside Drive
New York, New York 10027

South —Robert E. Stoltz, Director
Southern Regional Office
College Entrance Examination Board
Suite 200
17 Executive Park Drive N.E.
Atlanta, Georgia 30329

Southwest—John J. O'Hearne, Director
Southwestern Regional Office
College Entrance Examination Board
2813 Rio Grande Street
Austin, Texas
Mailing address
Box 7276
Austin, Texas 78712

West —Robert G. Cameron, Director
Western Regional Office
College Entrance Examination Board
800 Welch Road
Palo Alto, California 94304

Operational Services

Please address all inquiries relating to the Parents' Confidential Statement and processing procedures to the appropriate CSS address.

COLLEGE SCHOLARSHIP SERVICE

Box 176
Princeton, New Jersey 08540

or
Box 1501
Berkeley, California 94701

or
Box 881
Evanston, Illinois 60204

The College Scholarship Service is an activity of the College Entrance Examination Board.

Palmer Receives Plaque



The Onslow County Units of the NCTA and ACT presented a plaque to E. B. Palmer, during their annual banquet at the Jacksonville Holiday Inn. The Plaque was presented by Mr. J. W. Broadhurst. Palmer also served as Banquet Speaker. The plaque reads "Presented to Elliott B. Palmer, Sr., for outstanding services rendered to the Onslow County Unit — NCTA and ACT — 1969." Viewing the plaque, left to right, are Palmer, Mrs. Lillian Willingham, District Director, Coastal Plains NCACT and Mrs. Mary Jones, In-coming President, Onslow County Unit.

1969 - 70 State Salary Schedule

STATE NINE MONTHS SCHOOL FUND

INDEX SALARY SCHEDULE 1969-70

CLASSIFIED PRINCIPALS

(10 $\frac{1}{4}$, 10 $\frac{3}{4}$, 11 $\frac{1}{4}$ MONTHS — DEPENDING ON SIZE OF SCHOOL)

Index	Monthly Salary	NUMBER OF TEACHERS																		
		7-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30	31-32	33-34	35-36	37-40	41-44	45-49	50-Up	
1.91	\$1,141																		8	
1.89	1,130																	8	7	
1.87	1,119																			
1.85	1,108																8	7	6	
1.83	1,097														8	7	6	5	4	
1.82	1,086													8	7	6	5	4	3	
1.80	1,075												8	7	6	5	4	3	2	
1.78	1,064											8	7	6	5	4	3	2	1	
1.76	1,053										8	7	6	5	4	3	2	1	0	
1.74	1,042									8	7	6	5	4	3	2	1	0		
1.72	1,031								8	7	6	5	4	3	2	1	0			
1.71	1,020							8	7	6	5	4	3	2	1	0				
1.69	1,009						8	7	6	5	4	3	2	1	0					
1.67	998					8	7	6	5	4	3	2	1	0						
1.65	987				8	7	6	5	4	3	2	1	0							
1.63	976			8	7	6	5	4	3	2	1	0								
1.61	965		8	7	6	5	4	3	2	1	0									
1.60	954	8	7	6	5	4	3	2	1	0										
1.57	943	7	6	5	4	3	2	1	0											
1.56	932	6	5	4	3	2	1	0												
1.54	921	5	4	3	2	1	0													
1.52	910	4	3	2	1	0														
1.50	899	3	2	1	0															
1.49	888	2	1	0																
1.47	877	1	0																	
1.45	866	0																		
Experience in Years																				

Experience in Years

Add: Index rating of .05 or \$30 per month to the above schedule for a person holding an Advanced Principal's Certificate.

Add: Index rating of .2 or \$120 per month to the above schedule for a person holding an Advanced Principal's Certificate and an earned Doctor's Degree.

STATE BOARD OF EDUCATION VOCATIONAL EDUCATION INDEX SALARY SCHEDULE 1969-70

Index	Monthly Salary	Graduate Vocational VG	"A" Vocational VA "A" Provisional PVA	Provisional Vocational PV Vocational V	Class B Vocational VB	Non Standard
1.55	\$923	13				
1.51	904	12				
1.48	885	11				
1.45	866	10				
1.42	847	9	12			
1.39	828	8	11	12		
1.35	809	7	10	11		
1.32	790	6	9	10		
1.29	771	5	8	9		
1.26	752	4	7	8		
1.22	733	3	6	7		
1.19	714	2	5	6		
1.16	695	1	4	5		
1.13	676	0	3	4		
1.10	657		2	3	6	
1.06	638		1	2	5	
1.03	619		0	1	4	
1.00	600			0	3	
.97	581				2	
.94	562				1	
.90	543				0	
.55	334					NS

Add: Index rating of .2 or \$120 per month, \$1,110 annual, to the above schedule for a person holding an earned Doctor's Degree in the area of subject taught.

STATE NINE MONTHS SCHOOL FUND
INDEX SALARY SCHEDULE FOR 1969-70
CLASSROOM TEACHERS — 9¼ MONTHS EMPLOYMENT

Index	Salary		Types of Certificates and Certificate Levels						Non Standard
	Monthly	Annual 9¼ Months	"G"	"A"	"B"	"C"	Elem. "A"	Elem. "B"	
1.51	\$904	\$8,362	13						
1.48	885	8,186	12						
1.45	866	8,011	11						
1.42	847	7,835	10						
1.39	828	7,659	9	12					
1.35	809	7,483	8	11					
1.32	790	7,308	7	10					
1.29	771	7,132	6	9					
1.26	752	6,956	5	8					
1.22	733	6,780	4	7					
1.19	714	6,605	3	6					
1.16	695	6,429	2	5					
1.13	676	6,253	1	4					
1.10	657	6,077	0	3					
1.06	638	5,902		2					
1.03	619	5,726		1	6				
1.00	600	5,550		0	5				
.97	581	5,374			4				
.94	562	5,199			3				
.90	543	5,023			2				
.87	524	4,847			1				
.84	505	4,671			0	5			
.81	486	4,496				4			
.78	467	4,320				3	4		
.74	448	4,144				2	3		
.71	429	3,968				1	2		
.68	410	3,793				0	1	3	
.64	391	3,617					0	2	
.61	372	3,441						1	
.58	353	3,265						0	
.55	334	3,090							NS

Add: Index rating of .2 or \$120 per month, \$1,110 annual, to the above schedule for a person holding an earned Doctor's Degree in the area or subject taught.

STATE NINE MONTHS SCHOOL FUND
INDEX SALARY SCHEDULE FOR 1969-70
SUPERVISORS — TEN MONTHS EMPLOYMENT

Index	Salary		Type of Certificates And Certificate Levels	
	Monthly	Annual 10 Months	"G"	"A"
1.57	\$942	\$9,420	13	
1.55	923	9,230	12	
1.51	904	9,040	11	
1.48	885	8,850	10	
1.45	866	8,660	9	12
1.42	847	8,470	8	11
1.39	828	8,280	7	10
1.35	809	8,090	6	9
1.32	790	7,900	5	8
1.29	771	7,710	4	7
1.26	752	7,520		6
1.22	733	7,330		5

Add: Index rating of .05 or \$30 per month, \$300 annual, to the above schedule for a person holding an Advanced Supervisor's Certificate.

Add: Index rating of .2 or \$120 per month, \$1,200 annual, to the above schedule for a person holding an earned Doctor's Degree in the area or subject supervised.

His Job—'Not Easy'

CHARLOTTE PRINCIPAL TO TACKLE DAYTON SCHOOLS

Reprint from The Charlotte Observer
(September 1, 1969)
By BOB BESTLER
Observer Staff Writer

"You can't run away from desegregation.

"Charlotte isn't the only place having problems. Every community I know of is trying to deal with desegregation — and it's not easy."

The speaker is Dr. Spencer E. Durante, who has one week left as principal of the formerly all-black West Charlotte High School.

Then he'll be on his way to Dayton, Ohio, where he'll take over as director of Dayton's secondary school system. That school system is almost as large as Charlotte-Mecklenburg with 59,000 students and 2,800 teachers.

"My decision to leave Charlotte has been most difficult," the solid-built Wilmington, N. C., native said.

Durante was speaking from the quiet of the West Charlotte's principal's office — a small square cluttered with books, pamphlets and papers. Outside the office, clerks were busily preparing for the start of the school year this week. They could be heard talking and shuffling papers in the background.

"My job here has been most rewarding and satisfying," Durante said. "The administration has always been a pleasure to work for.

"But the opportunity in Dayton appears to be one that will offer professional growth and a chance to work in a considerably broader area than in Charlotte.

And, of course, there is a more attractive salary in Dayton.

"I do want to underscore one thing: there is no relationship at all between my leaving Charlotte and the events of the past summer."

Durante, 51, is a proud man. He's proud of his race, his school, his family.

One of his sons is in medical school. Another, Dwight, has just signed a contract to play basketball for the Harlem Globetrotters.

In 1957, he took over as principal of Second Ward High School. He left seven years later to go to Nigeria, spending three years on an AID project to develop teacher training institutions.

Durante returned to Charlotte in 1966 and assumed the ad-

ministrative leadership at West Charlotte, located off Beatties Ford Road.

"The fact that I came back after being away three years should be an indication of my feeling for this community," he continued.

"There is excellent administrative leadership in the Mecklenburg school system. With the full support of the community, the administration has the potential to resolve any problem that comes up.


"But, of course, there are segments in every community that are unwilling to look ahead and accept the premises of democracy."

Durante is not ashamed of the quality of education black

The educational challenge of the '70's will be as complex as our technology. But machines don't make an age; people do. And testing can help equip today's students with the skills and know-how to cope with tomorrow's challenges.

Your Harcourt, Brace & World test representative is well-trained to assist you in measuring their potential and achievement. He has the broad interest and experience to assess your testing needs and develop a comprehensive testing program best suited for your particular requirements.

Let him help you help them meet the challenge of the '70's. Call or write your Harcourt test representative today.

 **Harcourt, Brace & World**
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757 Third Avenue
New York, New York 10017



Your Harcourt, Brace
and World test
representative is:

Wayne Nutt

1372 Peachtree Street, N.E.
Atlanta, Georgia 30309

students have received under the segregated system — but neither does he believe in that system.

"Some people would try and have you believe that no student has ever come out of a black school with a quality education," he said.

"This is a farce. Black schools have done an exceedingly outstanding job under very difficult circumstances.

"The power and leadership in this nation has always been white . . . and the first concern for schools has always been white. The black schools got the drippings.

"In Charlotte, this hasn't necessarily been the case. In many respects we're far ahead of the rest of the nation; in some, we're far behind.

"You can't really compare black schools in Charlotte — like this one (West Charlotte) — with other schools outside the city.

"This school, for instance, is probably better than the typical school — white or black — in North Carolina.

"But when you talk about quality education, you can't look at it that way. You have to compare West Charlotte with Myers Park . . . you have to stay within the system that supports the schools.

"And when you do that, you see that West Charlotte may not be as good as Myers Park."

Will the school board's plan for desegregation help?

"We've made a start. We're beginning to grapple with the problem.

"I believe the citizens of this community can resolve the problem with satisfaction.

"We're beginning to develop a dialogue that we've never had before — a dialogue between administrators and the community.

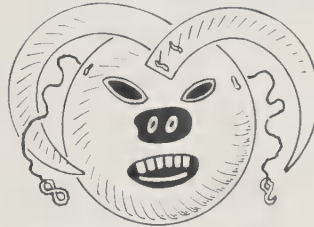
"And this may be the key to the whole future of education in this city."

SUGGESTIONS
we hope prove useful.

Masks from Paper Plates

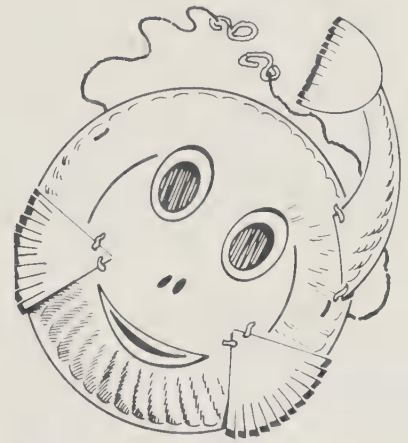
Here is a craft activity that your class can enjoy for some Halloween fun.

The round shape of paper plates is just right for forming into masks and youngsters have a fine time inventing their own imaginative play from the characters their masks suggest. Use white and assorted colored plates, 8-8½" size, fluted borders. Cut big eye holes. You'll need some pipe cleaners, poster paint, paste and scissors.



BUCKING SHEEP

Head is a white plate; paint grey; dry; mark brown strokes like wool. Outline big, slant eye holes in blue; paint square white teeth. Paint red mouth outlined in blue. Horns are fluted borders of 2 yellow plates, cut away to 5" (2" wide at one end, trimmed to point at other end). Nose is white. With pipe cleaner affix horns, overlapping, to center of forehead. Affix nose pinched at top and bottom for 3-dimension look.



TIMOTHY TADPOLE

Body and face are a green plate. Tail is an arc cut from fluted border of another green plate, 2" at wide end tapering to ½". Appendage is smooth green surface 2½" diam. semicircle, fringed. Fins are smooth green surface 4½" diam. semicircle, cut in two; slash edge. Cut out eyes; outline in blue with white rims (see picture). Paint white nose, red mouth outlined in blue. Tip fringed fins and appendage, white. With pipe cleaner affix appendage to tail, rest to body.



ELOISE THE ELEPHANT

Face is a white plate; paint grey. Cut huge eye holes; paint white border with blue rims; paint 2 black flashes above each eye. For ears cut a pink plate in half. Cut ½ fluted border of another pink plate for trunk; tip nostril end, black; 3" from other end, notch for mouth and paint red. Affix the ears and trunk with pipe cleaner.



No trick to please with this treat!

For Halloween treats and party favors, Wrigley's Spearmint Gum is always so wholesome, welcome.

EASTER IN THE BAHAMA ISLANDS

The NCTA will sponsor a vacation trip to the Bahama Islands on March 27-29, 1970 (Easter Good Friday-Sunday). All local unit presidents have application forms or same may be secured by writing to E. B. Palmer, 125 E. Hargett St., Raleigh, N. C. 27601.

The DuShane Emergency Fund

Report On Spring 1969 Fund - Raising Campaign

In cooperation with the state affiliates, the DuShane Fund conducted a nationwide fund-raising campaign for national and state defense funds. The plans were tailored to meet the specific needs of each state.

From January through May, 1969, a total of \$49,816.21 was contributed to the Fund. This figure does not reflect the estimated \$10,000 received in June and the amounts collected by the state associations which have not yet been forwarded to the DuShane office. Statewide intensive campaigns were conducted in May in both Maryland and California, with contributions still to be sent to the DuShane Fund.

Special recognition must be given to the following states for the contributions raised during this period:

Largest contributions: \$10,260.00—New York
4,731.96—Illinois

Largest contributions 2,372.72—Overseas Dependent Schools with
per NEA members, based 2,169 NEA members
on membership figures
of May 31, 1969: 2,344.92—Delaware
with 3,372 NEA
members

Generally, the campaign consisted of a joint mailing of DuShane promotional booklets and posters and materials developed by the NEA and/or state affiliate, with coverage in **Today's Education**, **NEA Reporter**, and state publications.

The Association of Classroom Teachers sold nationally ACT emblems, which were made into medallions and sold by Washington State ACT on behalf of the Fund. Special plans also included the selling by the state ACT affiliates of "sock it to 'em" buttons in Montana, Oklahoma, and West Virginia. Maine ACT members sold special cookbooks. The National Faculty Association of Community and Junior Colleges initiated its own every-member push. The Oregon Education Association is selling \$10 shares in the OEA Assistance Fund.

Responding to an appeal from the Mississippi Teachers Association and the NEA, the Alabama State Teachers Association, Michigan Education Association, and the Tennessee Education Association translated their concerns for teacher rights into \$1,000 checks apiece to assist the teachers in Coahoma County, Mississippi, who taught for three months without pay when their jobs were terminated with the withdrawal of federal funds from the district. These contributions augmented the DuShane Fund appropriation of \$25,000. Additional contributions sent to the Coahoma teachers included \$203.00 from the Idaho Education Association, \$200.00 from New York State Teachers Association, \$100.00 from the Teachers Association of Anne Arundel County (Maryland), and \$500.00 from the Overseas Education Association.

The defense fund contributions from each state will be divided between the NEA DuShane Emergency Fund and the state and local affiliates, according to the initial cost relationship for the campaign which was established between NEA and the individual affiliates.

STATE BY STATE CONTRIBUTIONS

Spring Fund-Raising Campaign January, 1969 through May 31, 1969

Alabama	\$ 85.00
Alaska	334.75
Arizona	2,368.46
Arkansas	477.00
California	2,028.94
Colorado	35.00
Connecticut	189.00
Delaware	2,344.92
District of Columbia	73.50
Florida	587.07
Georgia	926.50
Hawaii	650.00
Idaho	None
Illinois	4,731.96
Indiana	211.50
Iowa	176.20
Kansas	265.22
Kentucky	405.00
Louisiana	10.00
Maine	250.92

Maryland	1,365.22	Puerto Rico	None
Massachusetts	1,993.95	Rhode Island	276.00
Michigan	994.63	South Carolina	86.00
Minnesota	423.25	South Dakota	95.00
Mississippi	1,701.80	Tennessee	1,308.00
Missouri	2,126.04	Texas	122.00
Montana	479.60	Utah	59.50
Nebraska	350.00	Vermont	35.00
Nevada	None	Virginia	2,250.00
New Hampshire	131.60	Washington	263.00
New Jersey	20.00	West Virginia	188.00
New Mexico	99.00	Wisconsin	2,287.00
New York	10,260.00	Wyoming	100.00
North Carolina	668.18	Overseas	2,372.72
North Dakota	80.00	Conferences	659.73
Ohio	291.00	NEA Staff	35.00
Oklahoma	1,321.80		
Oregon	430.50		
Pennsylvania	791.95		
		TOTAL	\$49,816.21



Attorney General Rules

Excerpts of rulings from the State Attorney General's office are presented here as an information service. Complete copies of the rulings may be obtained by writing Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh 27602.

Public Schools: Regulatory Power of School Board; Authority to Prohibit Student from Participation in Athletics Because of Marriage of Student, June 13, 1969 . . .

The question is presented as to whether a school board, superintendent or proper administrative officials may bar or prohibit a student from participation in athletics or in athletic competition because the student has married. It is assumed that the student was regularly enrolled in a public school, and while having the status of such a pupil he married . . .

"Pupils in public schools may not be prohibited from entering into the marriage relationship, nor may such pupils be refused admission or expelled or excluded from public schools. A pupil

who marries still has a right to receive a public education if otherwise eligible. School authorities, however, do not look with much favor upon juvenile marriages of their pupils. It has been found that on the whole, and as a general rule, marriages more often result in dropouts and the statistics show that the rate of dropouts is much greater among the married pupils than it is among the regular single pupils. The public schools also find that leaders in athletics and other extra curricular activities tend to occupy a 'hero' status among their fellow students, and this leads to the fact that other pupils tend to emulate their conduct. School boards and administrative officials, therefore, in general, have found it wise to prohibit students who marry from participating in extra curricular activities, and this includes all types of such activities, including athletics. It has been found by educators that the juvenile marriage is better preserved if the student devotes his extra time to family affairs rather than to school activities.

"It has, therefore, been held by several courts that a board of education or high administrative officers of the public schools may provide and enforce a regulation that married students or previously married students be restricted wholly to classroom work and that they be barred from participating in athletics or other exhibitions and not be permitted to hold class offices or other positions of honor except academic honors . . . In Utah a married high school senior who was a member of the Wrestling Team and who expected to be a baseball member was excluded from athletic activities, and this was held to be proper . . . The Michigan courts upheld a regulation excluding married students from various extra curricular activities. Many other opinions can be cited but by the great weight of legal authority school boards and administrative officials may exclude married students from athletics and, for that matter, from all other extra curricular activities."

EDUCATIONAL MEETINGS CALENDAR

1969 - 1970

NOVEMBER—1969

- 6-8 Classroom Teachers, Assn. of. Regional-South-east; 700-800; Jack Tar Francis Marion Hotel; Open; Fee \$3 (approx.); no exhibits; Contact: Betty Stautzenberger, NEA.—Charleston, S. C.
- 6-8 Science Teachers Assn., Natl. Regional-south-east; 600; Read House Hotel; Open; \$4 members, \$6 non-members, \$1 spouse, student; exhibits. Contact: Henry J. Bindel, Jr., NSTA—Chattanooga, Tenn.
- 6-9 Supervision & Curriculum Development, Assn. of (ASCD Secondary Education Council) Planning Conference — Topic: Student Unrest. 200; Hotel Roosevelt; \$50 fee. Contact: Dr. Richard V. Brown, Assoc. Secy., ASCD.—New Orleans La.
- 27-29 Business Education Assn., Southern. Annual-Regional. 400-500. John Marshall Hotel; commercial exhibits. Contact: Miss Margaret H. Moberley, Pres., Eastern Ky. University, Richmond, Ky. 40475.—Richmond, Va.

JANUARY—1970

- 19-24 School Librarians, American Assn. of (A div. of the American Library Assn., and an Associated Organization with the NEA). Midwinter meeting; 6,500; Sherman Hotel; Open; Fee undetermined. Commercial and professional exhibits. Contact: Miss Laura Dell Justin, Asst. Exec. Secy., AASL.—Chicago, Ill.

FEBRUARY—1970

- 7-11 Secondary School Principals, Natl. Assn. of. 54th Annual Convention. 10,000+; Washington Hilton, Mayflower, Statler-Hilton, Sheraton-Park, Shoreham; Open; no fee to members; registration fee for nonmembers. Commercial exhibits. Contact: Owen B. Kiernan, Exec. Secy., NASSP.—Washington, D. C.
- 14-18 School Administrators, American Assn. of. Annual-National. 30,000; Convention Hall; Open; Fee \$10.; commercial and other exhibits. Contact: W. J. Ellena, NEA.—Atlantic City, N. J.
- 25-28 Business Education Assn., Natl. Annual-National. 1,000; Pick Congress; no exhibits. Contact: Dr. O. J. Byrnside, Exec. Dir., NEA, or Dr. Donald Tate, Pres., College of Bus. Adm. Ariz. State Univ., Tempe, Ariz. 85281.—Chicago, Ill.
- 26-Mar. 1 Health, Physical Education, and Recreation, American Assn. for, Southern District. Annual-Regional. 2000; Wade Hampton and Sheraton Hotels; Open; Fee \$5; commercial exhibits. Contact: Dr. Taylor Dodson, Intramurals Dept., Wake Forest University, Winston-Salem, N. C. 27109—Columbia, S. C.

MARCH, 1970

- 1-1 Higher Education, American Assn. for. Annual Conference. 3500; The Conrad Hilton; Invitational; Members \$15; nonmembers \$25; Book exhibit. Contact: G. K. Smith or Anne C. Yates, NEA.—Chicago, Ill.
- 8-10 Music Educators Natl. Conference. Biennial Natl. Meeting. 5000-6000; Conrad Hilton Hotel; Members \$10; non-members \$20; student \$2; member and spouse \$12; commercial and professional publns. exhibits. Contact: Chas. L. Gary, Exec. Secy., NEA.—Chicago, Ill.

- 13-17 Science Teachers Assn., National. National. 7,000; Netherland Hilton and Sheraton Gibson Hotels; Open; \$7 members, \$10 non-members, \$4 spouse, student; commercial and other exhibits. Contact: Robt. H. Carleton, NEA.—Cincinnati, Ohio.

- 14-18 Supervision and Curriculum Development, Assn. for. Annual-Theme: A Man for Tomorrow's World. 8,000; Civic Center and San Francisco Hilton Hotel; Fee undetermined; commercial exhibits. Contact: Virginia Berthy, ASCD Conf. Coordinator. San Francisco, Calif.

- 29-Apr. 3 Childhood Education International Assn. for. Annual Study Conference. 2300-3000; Open; Fee \$20; commercial exhibits. Contact: Dr. Lois Johnson, Assoc. Secy for Confs., 3615 Wisconsin Ave., N.W., Washington, D. C. 20016—Atlanta, Ga.

APRIL—1970

- 1-4 Mathematics, Nat'l. Council of Teachers of. 48th Annual. 8000; Sheraton Park and Shoreham Hotels; Open; \$5 members, \$8 non-members; commercial and school exhibits. Contact: Thos. W. Slaughter, Asst. Exec. Secy., NEA—Washington, D. C.
- 3-5 Citizenship Committee, NEA (with state and local affiliates) Teachers-In-Politics Weekend; Annual. Contact: Lucile Ellison, NEA.—Nation-wide observances.
- 3-7 Health, Physical Education and Recreation, American Assn. for. Annual-National. 6000; Seattle Center, Olympic Hotel; Open; Members \$10, student members \$3; commercial and educational exhibits. Contact: Marian Shapiro, NEA.—Seattle, Wash.
- 8-12 Women Deans & Counselors, Natl. Association of. Biltmore Hotel.—Los Angeles, Calif.
- 11-14 School Boards Assn., Natl. Annual. 12,000; Delegates and Guests; \$25 fee; commercial and educational exhibits. Contact: J. R. Campbell, Conv. & Exhibits Mgr., NSBA, 1233 Central Street, Evanston, Ill. 60201.—San Francisco, Calif.
- 15-17 Art Education Assn., Natl. Southeastern Regional. 400; John Marshall Hotel; Open; Membership required for attendance; commercial exhibits. Contact: John Hammond, NAEA, NEA Center.—Richmond, Va.
- 18-22 Elementary School Principals, Dept. of—Philadelphia, Pa.
- 27-May 1 Audiovisual Instruction, Dept. of. Annual. 8000+; Sheraton-Cadillac; Open; Fee \$15-\$20; commercial exhibits. Contact: Richard G. Nibek, Assoc. Exec. Secy., NEA.—Detroit, Michigan.

MAY—1970

- 17-20 Parents & Teachers, Natl. Congress of. Annual. 1400 Delegates and guests; no fee; commercial and educational exhibits. Contact: Mary A. Milner, NCPT, 700 N. Rush St., Chicago, Ill. 60611.—New Orleans, La.

JUNE—1970

- 28- School Librarians, American Assn. of (A div. of
July 4 American Library Assn. and an Associated Organization with the NEA.) 10,000; Cobo Hall; Open; Fee undetermined; commercial and professional exhibits. Contact: Laura Dell Justin, Asst. Exec. Secy., AASL.—Detroit, Michigan.
- 28- NTL Institute for Applied Behavioral Science.
July 24 Program for Educational Training Consultants. 30; Gould Academy; Tuition and living expenses: \$1250. No exhibits. Contact: Dorothy Mial, Director, NTL Education Center.

JULY—1970

- (During NEA Convention) Classroom Teachers, Assn. of. Annual. Contact: Margaret Stevenson, ACT/NEA.—San Francisco, Calif.
- (During NEA Convention) School Nurses, Dept. of. Annual. 300; Open; no fee; exhibits. Contact: Kathryn Ripley, NEA.—San Francisco, Calif.
- 1- 6 National Education Assn. Annual. 10,000+; Civic Auditorium and Brooks Hall; no fee for mem-

bers; non-members \$15; commercial and educational exhibits. Contacts: Lois V. Rogers, NEA (Program); Richard E. Carpenter, NEA (Exhibits).

- 7-18 Classroom Teachers, Assn. of. Natl. Conference-Annual. 350; U. of California, Irvine Extension; Open; Fee approx. \$125. Contact Margaret Stevenson, ACT/NEA.—Irvine, Calif.
- 22-31 Educational Secretaries, Natl. Assn. of & Arizona Educational Secretaries Assn. Annual Conference & Institute. 600; U. of Arizona; Open; \$5 members, \$10 non-members; no exhibits. Contact: Mrs. Oreta O. Norris, Exec. Sec., NEA Center.—Tucson, Arizona.

AUGUST—1970

- 5-12 World Confederation of Organizations of the Teaching Profession. Annual. 500; Hotel Wentworth; Invitational; no exhibits. Contact: John M. Thompson, 1330 Mass. Ave., N.W., Suite 205, Washington, D. C. (Fee undetermined).—Sydney, Australia.

Ford Foundation Grants \$227,700 For Career Counseling And Placement Programs At Negro Colleges

The Ford Foundation has awarded a two-year grant of \$227,700 to the College Placement Services, Inc. (CPS) for the continuation of its program of assistance to traditionally Negro colleges.

Since 1965, CPS an independent affiliate of the College Placement Council, has been involved in the operation of a variety of activities that have aided the entry of black college graduates into jobs and career opportunities that were formerly denied them. These activities have included: the establishment of counseling and placement centers at 62 traditionally Negro colleges, the sponsorship of student career conferences at 42 colleges, the production and distribution of a motivational film, and the sponsorship of workshops and institutes for the training of placement officers.

Terms of the Ford grant call for CPS to continue these activities and to concentrate on the development and further improvement of career counseling and placement programs at 29 colleges with a predominantly black enrollment.

Andre G. Beaumont, Managing Director of CPS, announced receipt of the grant and commented, "Our activities at these colleges will involve the use of new approaches to student counseling and counselor training that will utilize simulation exercises and audio-visual techniques."

The 29 colleges that will be the major participants in the CPS-Ford Foundation program are:

ALABAMA—City
Miles College, Birmingham
Alabama State University, Montgomery
Stillman College, Tuscaloosa
Tuskegee Institute, Tuskegee
ARKANSAS
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Southern University, Baton Rouge

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Lincoln University, Jefferson City

NORTH CAROLINA

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Fayetteville State University, Fayetteville
North Carolina A. & T. State U., Greensboro
Saint Augustine's College, Raleigh
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OHIO

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(Act of October 23, 1962; Section 4369, Title 39, United States Code)

Form Approved, Budget Bureau No. 46-R029

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1. DATE OF FILING October 7, 1969	2. TITLE OF PUBLICATION North Carolina Teachers Record
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EDITOR (Name and address) Elliott B. Palmer, 125 E. Hargett Street, Raleigh, North Carolina 27601	
MANAGING EDITOR (Name and address)	

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10. EXTENT AND NATURE OF CIRCULATION	Average No. Copies Each Issue During Preceding 12 Months	Actual Number of Copies of Single Issue Published Nearest to Filing Date
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B. PAID CIRCULATION		
1. SALES THROUGH DEALERS AND CARRIERS, STREET VENDORS AND COUNTER SALES		
2. MAIL SUBSCRIPTIONS	11,047	11,047
C. TOTAL PAID CIRCULATION	11,047	11,047
D. FREE DISTRIBUTION (including samples) BY MAIL, CARRIER OR OTHER MEANS	300	300
E. TOTAL DISTRIBUTION (Sum of C and D)	11,347	11,347
F. OFFICE USE, LEFT-OVER, UNACCOUNTED, SPOILED AFTER PRINTING	153	153
G. TOTAL (Sum of E & F—should equal net press run shown in A)	11,500	11,500

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ELLIOTT B. PALMER

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Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

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_____ Location _____

_____ Location _____

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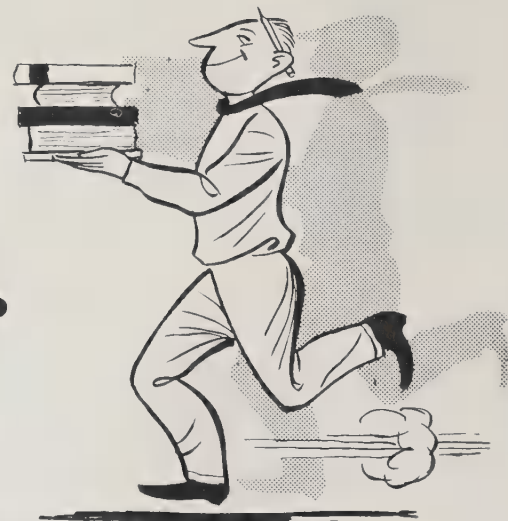
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* * *

THE COVER

Dr. A. Craig Phillips, State Superintendent of Public Instruction, assists the Liaison Committee of NCTA and NCEA in determining which districts of the NCAE will have the first Negro Director and which district will have the initial 1 year, 2 year, or 3 year term. The procedure used was by lot. E. B. Palmer and A. C. Dawson record the results as Dr. Phillips draws and announces them. Bernard Allen, NCTA Field Representative, held the box from which Dr. Phillips drew. Members of the Liaison Committee and members of the Professional Rights and Responsibilities Committee of NCEA served as witnesses.

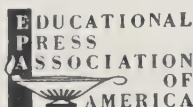
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JANUARY, 1970

NUMBER 1

CONTENTS

	Page
Proceedings of the Third Session of the 88th Annual Delegate Assembly	3
Scenes From The Merger	4
Sixteenth Annual Leadership Conference	7
The Price Is Great	8
Guidelines for Merger	13
Letter To Editor	14
NCTA Salutes Helen Pate Bain	15
Two NCTA Past Presidents Retire From The Hammocks	16
Members Receive Appointments	17
Mrs. Ruth B. Jones—Speech	21
Out-East Project:	24
World Tour	26
NCACT Banquet	28

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NCTA State Convention

April 2-3, 1970

Raleigh Memorial Auditorium

Raleigh, N. C.

Theme:

“A Time for
Educational Statesmanship”

Proceeding Of The Third Session Of The 88th Annual Delegate Assembly

OF THE NORTH CAROLINA TEACHERS ASSOCIATION

Saturday, December 6, 1969 — 11:00 A.M.

Durham Civic Center — Durham, North Carolina

The third session of the 88th Annual Delegate Assembly of the North Carolina Teachers Association convened on Saturday morning, December 6, at the Durham Civic Center with the president, Mrs. Ruth B. Jones, presiding. The invocation was offered by T. V. Foster, Jr. after which the audience joined in singing "America."

In her opening remarks the president explained the purpose of the session and admonished the group assembled to work unceasingly to make this the best year NCTA has ever seen. Continuing, she said "Although the NCTA will no doubt merge July 1, 1970 there is a great need for the NCTA members to remain together until that time. The problems facing Negro educators today are like none we have faced before in this profession. We need to use every moment of this year to resolve as many of our problems before merger as we possibly can."

After her opening remarks the proceedings of the 2nd session of the 88th annual Convention were read by the secretary. A motion to adopt the minutes was carried. A short explanation regarding the agenda was made by the president and the agenda was then adopted. The following recommendation of the NCTA Board of Directors was read by the vice president, J. H. Wooten.

The Board of Directors of the NCTA here in the city of Durham voted unanimously to express to you the following recommendation.

"We heartily endorse the work of the Liaison Committee for its laborious task of trying to fulfill the wishes of the Delegate Assembly with concern for merger. We unanimously reaffirm acceptance of the report of the Liaison Committee and the Factfinders Report. We urge the Delegate Assembly to vote favoring the merger of NCTA-NCEA."

The report of the Liaison Committee was presented by E. B. Palmer. A motion to accept the report as printed was lost. Instead each item was read and interpreted where there were questions. One of primary concern was what will happen after the 8th year. (Item VI) Mr. Palmer responded by saying that there will be a review of the progress made by the merged organization by a committee from NEA. NCTA members will still have Hammocks and the Credit Union. Another question asked — What about the items on which there is no agreement? Items at an impasse will be taken care of in the Constitution. Before mer-

ger all questions will be answered. After all questions were satisfactorily answered, a motion to accept the report was carried.

At this point Robert Davis of Charlotte made the following statement: "Madame Chairman, Ladies and Gentlemen, Since our General Assembly meeting at Ligon High School in Raleigh, N. C. many great changes have taken place. Changes, in my opinion, for the betterment of our profession. At the meeting in Raleigh I openly opposed the acceptance of the NEA Fact-Finder's Report — I openly challenged those who appeared to me to be selling us and our profession down the river. Because at that time there were many items in the report that needed negotiating.

With the meeting in August, 1969, in this very city, the Liaison Committee and two Boards of Directors met and negotiated the terms of merger that you have heard read by the Executive Secretary.

The decision to accept the NEA Factfinder's Recommendation was based on the strengthened terms and added details of procedure which were agreed upon by the two boards of directors and the Liaison Committees, and not because of the NCTA's having been suspended from NEA nor the threat of disaffiliation by the NEA. The North Carolina Teachers Association still has to cope with the problems facing black educators. With this concern, the NCTA has not been intimidated by suspension nor disaffiliation nor has it allowed itself to be coerced into a hasty merger.

Our Liaison Committee and Board of Directors have conducted themselves with integrity. They have not impuned your rights.

I whole heartedly recommend the acceptance of the Fact-Finder's Report as recommended to you this day by the NCTA Board of Directors."

Additional concerns expressed by other delegates:

Mr. Jones from St. Augustine's — "There are forces working against us (educators) (1) Black militants and (2) Talented Blacks being siphoned into industry instead of into education."

Mr. Williams from Scotland County — "What will happen if President Jones is not available for the office of Vice-President-President Elect?" Answer: If Ruth is not available the present Board of Directors will elect a Black person to serve in this capacity.

ACT CRASH PROGRAM: The ACT president, Mrs. Mae Sue Henry and ACT Executive Secretary, Mrs. Edna Richards reported that \$8,558.59 is in the bank at the present time. All delegates were urged to go back to their local units and encourage all teachers to make contributions to the project. Before consummating merger, guidelines will be given each classroom unit.

Comments: Delegate from Guilford County — "You cannot be loyal to both associations." (Referring to teachers who say they pay dues in both NCEA and NCTA.)

Byers from Charlotte — "Teachers are loyal to the faculty on which they work."

Brown: If 5,000 teachers would loan \$500 to the Hammocks Beach Project we could build next year.

MEMBERSHIP AND PROJECT REACH: The field representative Bernard Allen reported that we have 160 more members at this time than last year. NCTA is operating as usual but we need more memberships. "Hot Line" and "Action Line" have been the media through which reports have been made to the membership.

NCTA-HBC's SPECIAL "PEP" BENEFITS: E. B. Palmer briefly presented to the delegates an overall description of their program as described in "NCTA ACTION LINE." He then introduced Pat Basile, President of The First Teacher Investment Associates, Inc. from Washington, D. C. who answered questions and gave all details relating to the program which included insurance benefits, investment opportunity, special purchasing program and the car leasing program. Brochures were passed out to the delegates and the delegates were given the opportunity to make the initial payment of \$3.00 to receive the benefits.

After the above presentation delegates with proper credentials were given ballots. The Elections Committee met and when the votes were tabulated 555 delegates voted to accept the Factfinder's report and 20 voted to reject it.

ANNOUNCEMENTS: The Principal's Conference will meet Thursday and Friday, December 10-11 at the Goldsboro Motel. The first meeting will convene at 3:30 P.M.

The president also announced that new business would be referred to the NCTA Board of Directors for review for the 89th Annual Delegate Assembly to be held April 2-3, 1970 in the Raleigh Memorial Auditorium in Raleigh.

Following this announcement the meeting was adjourned.

Scenes From The Merger



The delegates, representing a cross-section of youth, age, male and female, came from far and near. Every local of NCTA was represented.

Delegates to the 3rd Session of the 87th Representative Assembly met in the Durham Civic Center, December 6, 1969 to take final vote on the NEA Factfinders' Plan of merger. This was a serious convention with the delegates looking deep into the issues surrounding the terms of merger. With an air of apprehension prevailing, the delegates, after much discussion and much insistence by the leadership for a positive action on the plan as amended and clarified, voted 555 to accept the plan and 20 against the acceptance.

This vote does not mean, that the NCTA and the NCEA are now merged. It simply means, that both the NCTA and the NCEA have agreed to merge under the basic conditions set forth in the NEA Factfinders' recommendation. Merger of the two groups will not come about before July 1, 1970.



"Ike" Battle, President of the Northeastern District, assisted in explained the terms of merger and the position of the Board of Directors on merger.

Although, negotiation for terms of merger have gone on for more than five years, the negotiations have not yet been completed. One of the greatest obstacles remaining to be negotiated is the Constitution for the merged association. This document has been almost completed, but two areas remain to be resolved: (1) Procedure for amending the Constitution and, (2) Procedure for resolving issues based on race. If no satisfactory solution is reached by July 1, 1970 on the issues still facing the two groups it is possible that the merger of the two groups could still be called off and disaffiliation proceedings instituted against both the NCTA and NCEA by the National Education Association. The National Education Association Executive Committee has been requested to provide a resolution to the impasse' on the Constitution for North Carolina.



Am I in order????

In addition to the constitution, the budget, job description, and programs remain to be ironed out. These items are scheduled to be presented to the two respective Representative Assemblies in March (NCEA) and April (NCTA), 1970.

The decision of the NCTA Delegate Assembly to accept the NEA Factfinders' Recommendation was based on the strengthened terms and added details of procedure which were agreed upon by the two boards of directors and the Liaison Committees, and not because of the NCTA's having been suspended from the NEA, nor the threat of disaffiliation by the NEA. The North Carolina Teachers Association still has to cope with the problems facing black educators under a soon to be "stepped-up" school desegregation where the possibility of dismissals and demotions threaten Negro educators. With this concern, the NCTA has not been intimidated by suspension nor disaffiliation, nor has it allowed itself to be coerced into a hasty merger.' Because of the delay in merging and our determination to have terms of merger which will provide for the welfare of black educators, and the bringing to the fore-front the need for the new association to defend and protect its members, even in court if necessary, our counter-part association has announced its intention to go to court, if necessary for the first time in 105 years.



The seriousness of the deliberations could be seen in all their faces.



HIGHLY CONTROVERSIAL ISSUE!

Delegates lined up at the mike to express their views and those of the members they represented as the terms of merger were presented. "Do we have to merge at all"? This was a question raised; and, "Is the leadership recommending acceptance because the NEA said accept or be disaffiliated"? The answer was "no" on both accounts, but all that can be gained in negotiations has been or is being gained. "You asked us to go and get these changes, now we have them, what more do you want".



Go to the mike! I can be heard from here.



The Field Representative, Bernard Allen, was everywhere during the convention. Here he is pictured in a double exposure, with President Jones as he discussed membership.



The delegates were the first NCTA members to receive the brochure information on the "Pep" program. Over 675 members joined during the convention as Mrs. Barbara Basile assisted in the distribution.

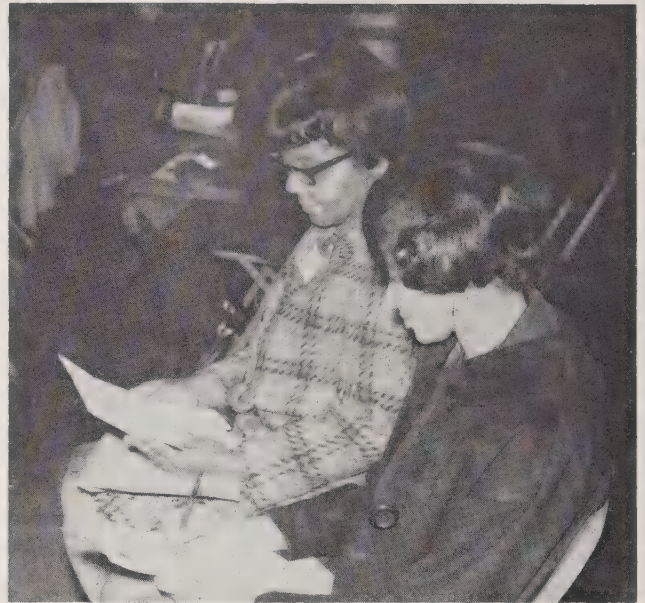


Q. K. Wall presents Pat Basile with the first check for the NCTA-HBC "Pep" Program.



THE DIE IS CAST!

After weighing all sides of the issues, the delegates cast their votes. Left to right: Mrs. Clara Corry, Salisbury; unidentified; unidentified; Miss Alice J. Allen, and Mrs. Mary G. Horton, Edenton; Mr. Oscar Hinnant, Greensboro.



PUTTING IT ON THE LINE

Two delegates mark their ballots and take their position. Pictured above, Mrs. Juanita Howell, Chapel Hill, in foreground, and Mrs. Martha Johnson, Durham.

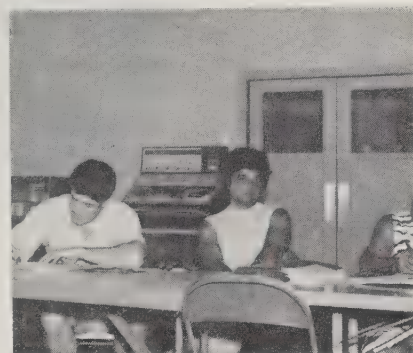
The NCTA looks forward to a successful merger with the NCEA and for a new and stronger professional association for all educators in North Carolina. We hail the action of the 4th Circuit Court of Appeals' decision to order immediate desegregation in Durham County, Reidsville, Statesville and others. The NCTA intervened and has been party plaintiff in the Wheeler vs. Durham County suit and others, for more than five years. This is no sudden action on the court's part and these systems should have moved much faster years ago. Through our attorney, J. L. Chambers, we serve notice on other systems of our intention to speed up school desegregation.



Registration was an easy task with these lads and lassies.



The NCTA Executive Secretary outlined the year's program for the leaders.



Pat Basile and Mrs. Edna C. Richards take notes and listen as President Jones sets the tone.



Peter Coutis keynotes as President Jones listens.

The Sixteenth Annual Leadership Conference

The Sixteenth Annual Leadership Conference of the North Carolina Teachers Association was held at the Hammocks Beach in Swansboro, North Carolina August 15-16, 1969*. Principal participants on the program were:

Peter Goutis, Counselor, New York City; Pat Basile, President, Teacher Investment Associates, Washington, D. C.; Boyd Bosma, Coordinator, NEA Civil Liberties of the Human Relations Center; John Lucas, NEA Director, Mrs. Edna C. Richards, Executive Secretary NCACT; W. R. Collins, Acting Treasurer-Manager NCTA Credit Union; E. B. Palmer, NCTA Executive Secretary; Miss Mary Venable, Immediate Past President, NCACT; L. M. Hatton, Budget Director, NCTA; and Mrs. Annie N. Gerald, President-Elect NCACT. Mrs. Ruth B. Jones, President, NCTA; Mrs. Mae Sue Henry, President NCACT and John H. Wooten, Vice-President, NCTA presided over the two day sessions.

Following the group sessions, the NCTA Board of Directors met.

* The Editor apologizes for the lateness of this recap. The Development of the photographs was delayed by the photographers misplacing the film.

TEXTBOOK CONFERENCE

(The Treatment of
Minorities in Textbooks)

April 29-30

Durham Motel-Hotel



The President of ACT, Mrs. Mae Sue Henry, laid it on the line.



Edna says, "We must not only be involved, we must get others involved!"



Everyone enjoyed the participation — even Boyd Bosma of the NEA, second from left, who was one of the principal consultants.



THE BREEZE!

In group session, the ocean breeze at the Hammocks "poured" through the windows and doors providing an excellent climate for the meeting.

The Price Is Great

Part III

By E. B. PALMER

The author of this article has written two previous releases—one, "The Vanishing Black Educator" about the elimination of the black teacher, and a second—"Outergration"—about the reduction of the black administrator. This article is designed to report some of the effects school desegregation is having on the black student. The article is not based on a formal study, but on incidents reported to the author by persons directly involved with the problems.

Working from the premise, "That school desegregation will ultimately lead towards the complete integration of our society; and, that before this complete integration takes place the Negro will be penalized further unless something is done to stop the trend; the writer supports theory utilizing the following events and reports:

1—In every instance reported, where Negro students have been in physical racial conflicts which ended up in students being suspended, the black students were determined to have been guilty and were therefore suspended whether they were invoked to act or innocent.

2—In a large majority of the schools reported, where black schools were to be consolidated with their counter-part white schools, irrespective of the superior physical condition of the Negro facility over and against that of their white counterpart, the decision was almost always "to use the white facility".

The Negro school was then converted to either a vocational Education Center or an Adult Education Complex; the High and Junior High Schools to an elementary, or the black school was closed altogether.

3—In every instance reported, where county schools were consolidated the black school advisory committeemen usually were "dropped" and the white committeemen continued in office.

4—In every instance known to the writer, except two, when schools were paired or consolidated, all vestiges of the black heritage were removed and white symbolisms were contained.

5—In every instance where black schools were utilized in the consolidated arrangement, if it had a name of a black citizen it was changed to the unit's name, county, or city's name or given some number. Example—Booker T. Washington High changed to the Central High School. In one Southern state, forty thousands dollars (\$40,000.00) was spent to build statues of Booker T. Washington and George Washington Carver in the corridor of a black high school to give the black students an image factor. When desegregation came along in 1969, seventeen hundred dollars (\$1,700.00) was contracted out to painters to dis-

figure the statues to avoid the black image portrayed by their presence.

With all that is happening during this transition period in school desegregation, the most devastating affects are experienced by the black student. Just to list some of the experiences encountered by Negro students the writer submits the following:

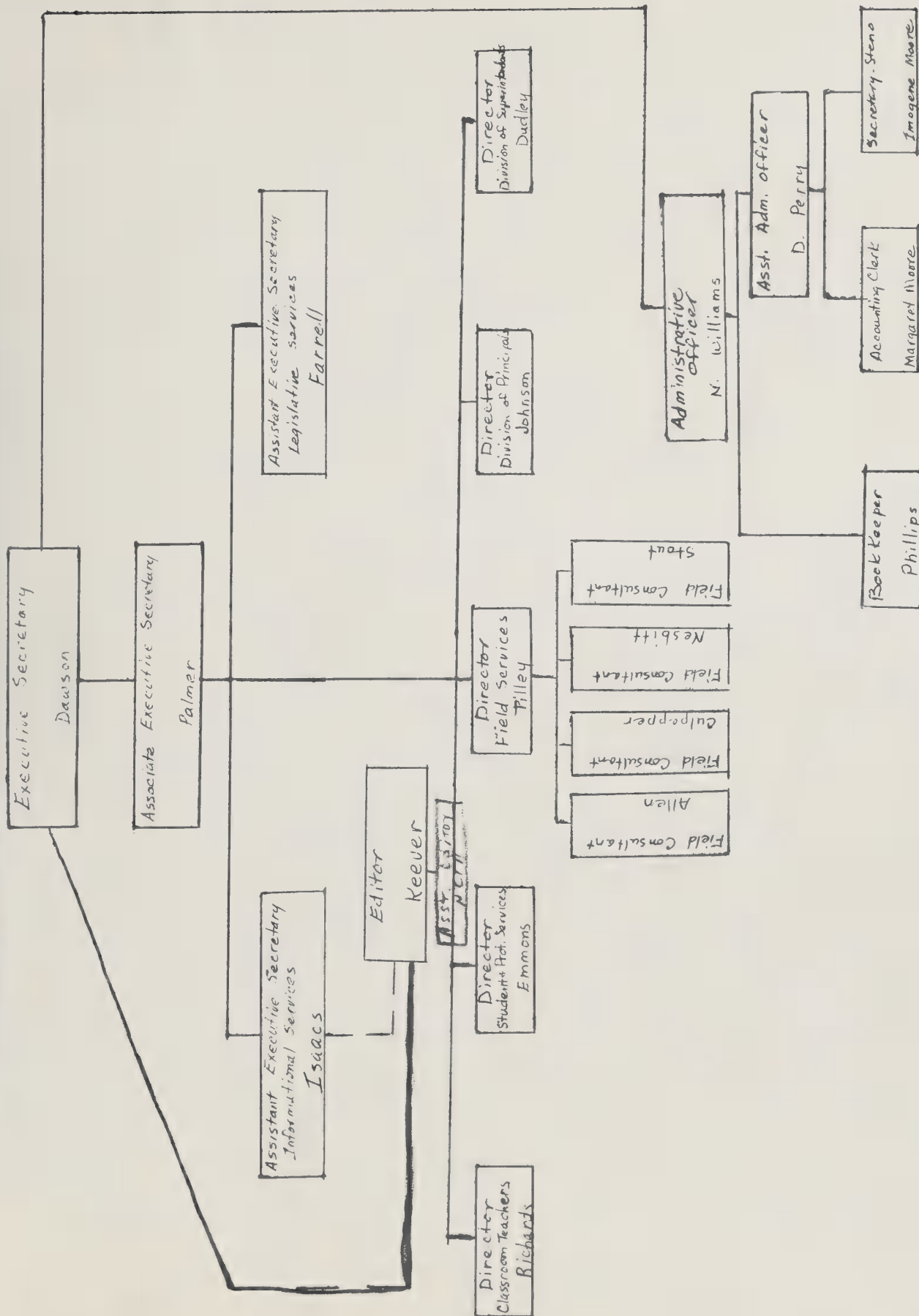
1—Most of the reports reflected, that black students were placed in the lower groups with very little opportunity to be assigned to the top groups.

2—In nine schools reported after consolidation, black students were not permitted to participate in extra-curricular activities until after they had been at the school for one year.

3—When black teachers were recruited to go to a previously all white school, the teachers selected were reported to have been the more experienced and usually judged one of the more exceptionally talented. While this was the case in this instance, the reverse was the reality in the next instance, for when white teachers were recruited to go to a previously all black school it was reported, that it was usually a less experienced white teacher usually judged to be less talented. This practice tends to provide a weaker program of instruction for the black students who remained in a predominately black school.

(Continued on page 10)

Organizational Chart of The North Carolina Association of Educators, Inc. (Formerly NCTA-NCEA)



Secretarial and Technical Staff Not Shown

(Continued from page 8)

(Continued from page 8)

- The reports of incidents such as listed above in this article is of a lengthy nature. The writer has only included a few. The main question raised by these findings is "Who pays the price for putting society together as it should be"? Must the blacks always be the ones to pay?

10

THE NORTH CAROLINA TEACHERS RECORD



PROPOSED PLAN FOR REPRESENTATION ON BOARD OF DIRECTORS OF
NCAE TO IMPLEMENT FACTFINDER'S RECOMMENDATIONS

January 8, 1970

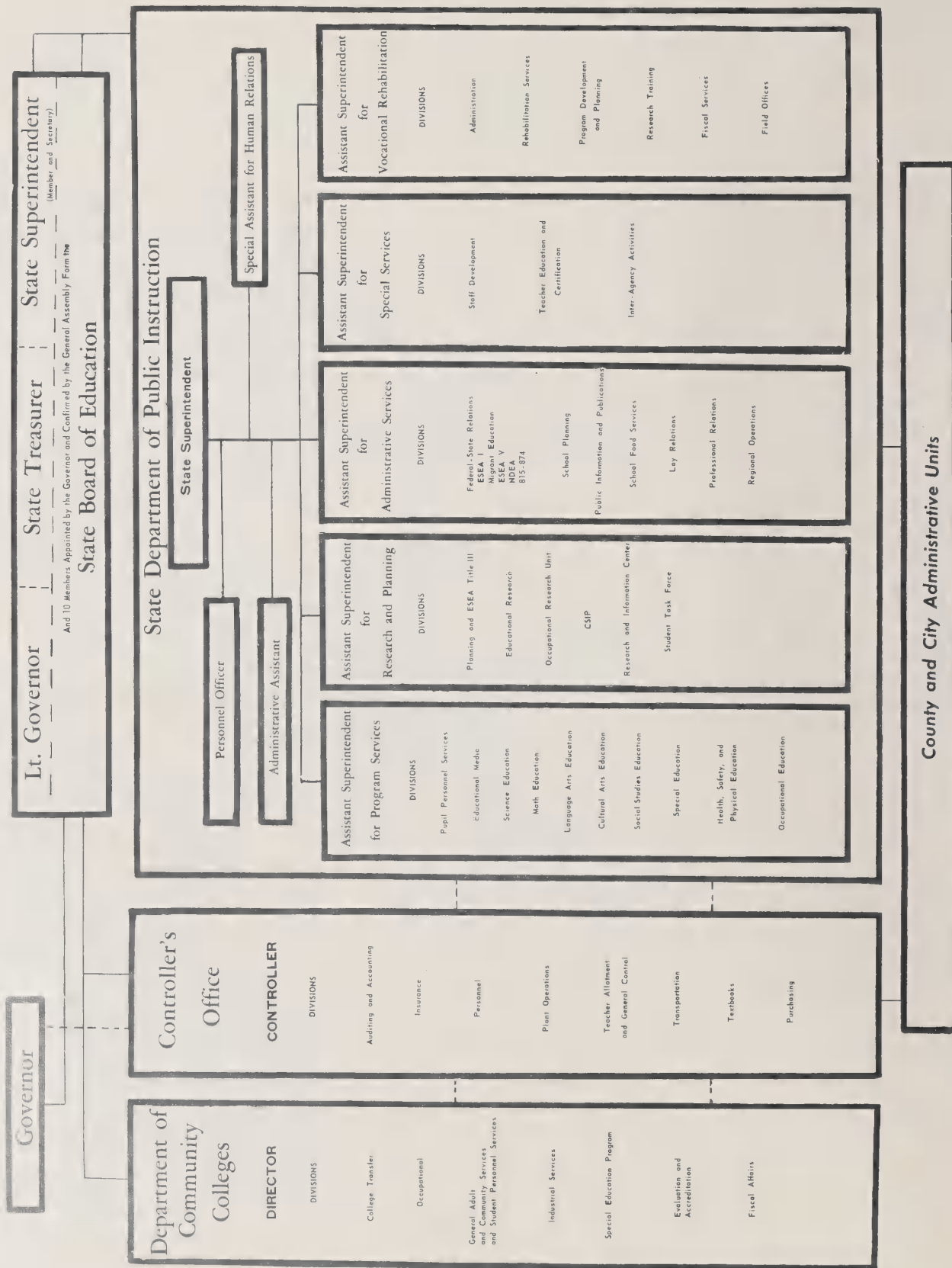
OFFICERS

Year	1	2	3	4	5	6	7	8	9	10
President -----	W	B	W	W	B	W	W	W		
Vice President-Pres.-elect	B	W	W	B	W	W	W	W		
Past President NCEA ----- Vice President NCTA	WB	W	B	W	W	B	W	W		
NEA Directors -----	WB	WB	WB	WB	WB	WB	WB	WB		
White "Director at Large" **		W	W	W	W	W	W	W		
Race Sub-total W/B	3/3	4/2	4/2	4/2	4/2	4/2	5/1	5/1		
Sub-total	6	6	6	6	6	6	6	6		

DIRECTORS

District	1	2	3	4	5	6	7	8	9	10
1	W	W	W	B	B	B	W	W	W	
2	B	W	W	W	W	W	B	B	B	
3	B	B	B	W	W	W	W	W	W	
4	W	W	B	B	W	W	W	B	B	B
5	W	W	B	B	B	W	W	W		
6	W	B	B	W	W	W	B	B	B	
7	B	B	W	W	B	B	B	W	W	W
8	W	W	W	W	B	B	B	W	W	W
9	B	B	W	W	W	B	B	W	W	W
10	W	B	B	B	W	W	W	W	W	W
11	B	B	W	W	W	W	W	B	B	B
12	W	W	W	W	W	B	B	B		
13	W	W	B	B	B	W	W	W		
14	W	W	W	W	W	B	B	B		
15	W	W	W	B	B	W	W	B	B	B
W/B Sub-total	10/5	9/6	9/6	9/6	9/6	9/6	8/7	8/7		
Total	21	21	21	21	21	21	21	21		

* The "Director at Large" will automatically resign upon the State's qualifying for a 3rd NEA Director.



SPECIFIC GUIDELINES FOR MERGER
for the
LOCAL UNITS, DIVISIONS, DEPARTMENTS,
SECTIONS & AFFILIATES
of the
NORTH CAROLINA TEACHERS
ASSOCIATION

Since the Guidelines for the Merger of the above listed groups have been distributed, many questions have arisen. These Specific Guidelines are developed for NCTA Affiliates to attempt to answer some of the those questions.

- 1—Local mergers should come about as a result of joint meetings between Liaison Committees not through the coercion of Superintendents.
- 2—Such Liaison Committees should be selected by each association separately, not through the central office, and should consist of either the officers of both groups or the officers and selected members, but not necessarily.
- 3—No local plan should provide for less representative guarantees than the basic state plan.
Example—The state plan provides for a 3-1 white over black, ratio for the Representative Assembly. Should a local association have a ratio of 2 blacks to every 1 white etc., then that local's plan should guarantee the ratio of representatives from the local in offices and representation should reflect the 2-1 black over white.
- 4—The General Guidelines directed that the above named affiliates should try to merge simultaneously with the state association or as soon thereafter as feasible. Nothing was suggested about merging prior to the state association. We are still operating two separate State Conventions coming up in March and April and under the agreement that no locals merge until the two state associations merge. The State Constitution is still to be voted on and could cause the the merger to be called off or delayed.
- 5—All black officers to serve the first year of merger should be chosen by the Negro association not by a vote of the entire membership of both associations. Like-wise the white representatives should select their representatives.
Example—Should both groups agree on the presidency the first year being a member from NCTA, then NCTA should select its representative to serve in that capacity. Only members of NCTA, not simply a Negro, are eligible to be selected for these of-

fice positions which NCTA representatives will be entitled to hold.

- 6—All of the terms of merger should be voted on by each association separately, prior to any joint meeting.
- 7—A copy of the agreed upon plan of merger should be submitted to the State Liaison Committee and to the office of both the Executive Secretaries of NCTA and NCEA. Should such plans not reflect at least the minimum terms of merger of the State Plan, such plans will be reviewed by the Liaison Committee and referred back to the local units. Once such plans are jointly agreed upon the NEA will be notified of status of the affiliate. Any member of an affiliate may contest the lack of meeting of the minimum requirements of a plan adopted by his affiliate group.
- 8—All questions and/or problems arising from affiliate negotiations should be referred to the State Liaison Committee.

NORTH CAROLINA TEACHERS
ASSOCIATION
125 East Hargett Street
Raleigh, North Carolina 27601
January 27, 1970

GUIDELINES FOR THE
MERGER OF LOCAL ASSOCIATIONS,
DIVISIONS, DEPARTMENTS,
SECTIONS AND AFFILIATES
of the
NORTH CAROLINA TEACHERS
ASSOCIATION
and the
NORTH CAROLINA EDUCATION
ASSOCIATION
PREAMBLE

The local associations, divisions, departments, sections and affiliates of the North Carolina Teachers Association and the North Carolina Education Association are encouraged to effectuate a merger which will be fair and equitable to all members of both associations. The State officers, staff members and the Liaison Committee members stand ready to assist members of both groups to facilitate the consumation of such a merger. To this end, the following "Guidelines" are submitted for such merger proceedings:

GUIDELINES

- 1—The principles of merger for local units, divisions, departments, sections and affiliates will follow generally those embodied in the state plan of merger.
Explanation—These principles will serve as minimum standards.

2—Formulation of plans for merger of local units, divisions, sections, and affiliates may begin any time after January 1, 1970.

Explanation—Joint Liaison Committees should be established to begin work on the drafting of plans for merger any time after January 1, 1970 following receipt of these "Guidelines".

3—Local units, divisions, departments, sections and affiliates are urged to merge simultaneously with the state association or as soon thereafter as feasible.

4—Local units, divisions, departments, sections and affiliates must complete merger before July 1, 1971.

Explanation—No local unit, division, department, section or affiliate will be continued in affiliation which has not consummated a merger before July 1, 1971.

5—The Liaison Committee will serve as the committee to resolve individual and group problems which may arise from practices of the merged association. This committee should further have the responsibility of evaluating and making recommendations at the end of the eight year interim period for the future operation of the state association.

6—A copy of the agreed upon plan should be submitted to the State Liaison Committee.

LETTER TO EDITOR

Seaboard, North Carolina, 27876

Dear Mr. Palmer,

I am very badly in need of some tires for my car. Since I am a member of the H.B.C. "Pep Service" Plan, please forward to me information and/or order forms for ordering four (4) 900/15 tires.

I have encouraged many of our teachers in this area (Northampton County) to join the Hammocks Beach Cooperation and the Pep Services. And to date practically every Negro teacher in Northampton County has joined the H.B.C.-Pep Service Program. This is a fine program. The work you and your staff are doing is commendable. This letter may be published if you care to do so, for I know no other organization in these United States that is interested in the welfare of its teachers as our organization, The North Carolina Teachers Association.

May I also say to you, I know you wish to be modest and do not like to take the credit for these happenings, but had it not been for your foresight, interest in the welfare of our teachers and other pertinent association business, *we would not be as well off as we are today*. We thank you for your dedication, for certainly there is not enough money, *any place*, that will pay you for what you're worth.

A dedicated, devoted, and sincere member of the North Carolina Teachers Association.

Yours truly,

George W. Jacobs, President
of the Executive Board of the
Northampton County Teachers
Association and Principal of
the Coates Elementary School,
Seaboard, North Carolina



ANNUAL MEETING

National Council of Teachers of Mathematics

April 1 - 4, 1970
Washington, D. C.

Excellence in Mathematics Education - For All



E. B. Palmer, Executive Secretary, NCTA, attended the Exploratory Conference on Indian Education which was sponsored by the NEA Center for Human Relations, September 27-29. The conference was held at the Kah-Nee-Ta Indian Resort, in Warm Springs, Oregon.

NCTA Salutes Helen Pate Bain

Helen Pate Bain, president-elect of the National Education Association, is on a two-year leave of absence from her position as a classroom teacher in Nashville, Tenn. She has taught English and speech at Cohn High School there since 1945.

Mrs. Bain, 45, was elected to the NEA office during the annual convention in Philadelphia in July, 1969. She will accede to the presidency in July, 1970 at the annual meeting in San Francisco.

Her duties as president-elect involve extensive speaking tours and visits to education organizations throughout the United States and in some foreign countries. As a member of the NEA executive committee and the board of directors since 1965, she is well acquainted with the problems and trends of education today, as well as NEA policies.

A former president of the Education Council of Nashville, a forerunner of the present Metropolitan Nashville Education Association, Mrs. Bain also has been a leader in community affairs—particularly retirement housing and education for the handicapped.

She is chairman of the Nashville Senior Citizens housing committee, planning a 240-unit residence; a past president of Metropolitan Teachers Apartment, Inc.; and a member of the Davidson County Training and Rehabilitation Center, Inc., which is developing a half-way house for retarded children.

Mrs. Bain has been politically active at all three levels—local, state, and national. She was an organizer of Nashville Citizens and Politics, a non-partisan political action committee; a campaign leader in state elections; and a political consultant to the NEA Citizenship Committee. In this latter capacity she has participated in Teachers-in-Politics clinics in various parts of the country since 1964. She campaigned for the NEA presidency on a platform which urged greater political activity by teachers.

Her concern for improving current social problems is reflected in her appointment to the Task Force on Human Rights (1967-68) and the NEA Compliance Committee on Association Mergers, on which she currently serves, and her chairmanship of the Regional Faculty Desegregation Conference in 1967.



Having participated as a keynoter at the Annual Hammocks Pilgrimage in 1969, Helen has long been a friend of NCTA. We salute her ascendancy to the position of Vice-President - President-Elect of the National Education Association.

The big-city schools represent another critical area to which Mrs. Bain has devoted attention. She is a founder of the National Council of Urban Education Associations, of which she was president in 1963-64.

By appointment of President Johnson, she is a member of the Advisory Committee for Title III, Elementary and Secondary Education Act.

Mrs. Bain was a delegate to the 1969 annual conference of the World Confederation of Organizations of the Teaching Profession held in Abidjan, capital of Africa's Ivory Coast.

She is a member of the Alumni Association executive committee of George Peabody College for Teachers, Nashville, from which she received a bachelor of arts degree in 1945. She holds a master of arts degree from the University of Michigan, Ann Arbor.

Her husband, D. F. Bain, is an instrumental music teacher at West End Junior High School in Nashville. They have two sons—Kenneth, 18, a sophomore at Yale University, and David, 15, a junior at Overton High School in Nashville.

Outdoor camping has been a family-shared hobby for many years. Mrs. Bain's family has accompanied her regularly on trips across the country to the NEA annual conventions, camping and sightseeing along the way.

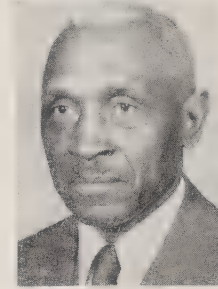
Two NCTA Past Presidents Retire From The Hammocks



Rudolph Jones

Dr. Rudolph Jones, who for approximately 20 years has been heading up and directing the Hammocks Beach Project, announced his resignation as Director earlier this year. The Board of Directors in a later session, accepted Dr. Jones' resignation with regret and praised him for his outstanding leadership and deep dedication over the past several years. Dr. Jones is now teaching at Elizabeth City State University, Elizabeth City, N. C.

Mr. W. R. Collins, who for the past five years has served the Hammocks Beach Corporation as Field Agent on a special promotions program, has recently left the Hammocks Staff to head up



W. R. Collins

the NCTA Credit Union as Acting Secretary-Treasurer. This move came about when the special promotions program was discontinued due to the Hammocks inability to continue the program. Mr. Collins has been with the Hammocks Beach project from its inception some twenty years ago. The Board of Directors expressed their grateful appreciations to Mr. Collins for his years of service, contributions and commitment.

The administration, supervision and promotions of the Hammocks has been turned over to the central office of the NCTA under the Directorship of the Executive Secretary, E. B. Palmer.



Elliott B. Palmer

Appointed to the State Board of Directors of the Foundation for Community Development, a non-profit organization chartered in North Carolina, October 10, 1967. The corporation was formed in North Carolina through a decision by the North Carolina Fund with the following purposes and objectives:

1. "Focus on the problems, the needs and the aspirations of the poor from the point of view of the poor;

2. To help define, analyze and present public issues which are a concern to the poor and which need to be faced directly in helping solve the problems of poverty.

1. To Sponsor further experimentation in the concept of maximum feasible participation by the poor in programs and public processes affecting their welfare, including but not limited to citizenship education, community organization, and programs initiated by and administered by neighborhood organizations in low-income areas.

4. To experiment further in helping to achieve institutional change among institutions dealing

directly with the poor including but not limited to support of new and innovative programs, support of new or existing institutions which are seeking to mobilize public and private resources to achieve change, and formation of new institutional approaches to problems faced by the poor."

THE VALENTINE SPIRIT

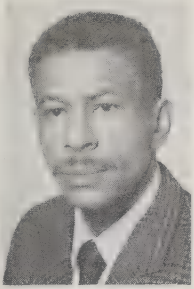
By W. R. COLLINS

Treasurer-Manager of NCTA Credit Union

At 10:50 P.M. on February 12, 1970, I answered the phone to receive a call from Henderson, from a gentleman who represented six other men, who had decided to exhibit the Valentine Spirit through saving shares to their wives. The representative said the group pledged to purchase seven sets of five dollar shares each plus the joining fees, for each of the seven wives, and present these receipts to their wives as their Valentines gift, with the hope that the wives would regularly increase their valentine savings. We salute the gentlemen, and we wish to say, that even though Valentine's Day will have passed before you read this account, it will not be too late for you to be a belated Valentine's booster.

Your wife will love you more for such a remembrance.

NCTA Members Receive Appointments



Harold H. Webb

Harold H. Webb was appointed as Coordinator of the Title I program of the Elementary and Secondary Education Act (ESEA) for the State Department of Public Instruction. Webb formerly served the department as associate director of the Division of Human Relations.

A native of Greensboro, Webb received his B.S. and M.S. degrees from A & T University. He has been a graduate student at the State University of New York, Northern Illinois University, and New Mexico Highlands University.

Webb began his career in education as a science teacher at Central High School in Hillsborough in 1948, and he later taught at Cedar Grove School in Hillsborough. It was during this time that he served as President of the Orange County Unit NCTA, and Chairman of the section of Mathematics and Science Teacher's NCTA. He joined the State Department of Public Instruction in 1962 as a science education consultant, became assistant coordinator of the National Defense Education Act in 1966, and association director of the Division of Human Relations Act in 1969.

A member of the N. C. Teachers Association, (he served as President of the State Department Unit NCTA) the National Science Teachers Association, the North Carolina Academy of Science, and the American Association for the Advancement of Science, he served during World War II as an aviation cadet in the United States Army Air Force.

An active civic worker, he has served as a member of the Orange County Board of Public Welfare, vice president of the William G. Enloe PTA, secretary of the board of directors of GROW, Inc., president of the Raleigh Citizens Association, and as a member of the Raleigh Mayor's Committee on Human Relations.

A member of the vestry and a junior warden for Saint Ambrose Episcopal Church, Webb is married to the former Lucille Holcomb and has one daughter, Kaye R. Webb.



James T. Burch

James T. Burch, assistant superintendent of Charlotte/Mecklenburg schools, was named an assistant State superintendent recently. He fills the fourth such post created in the State Department of Public Instruction by State Superintendent Craig Phillips.

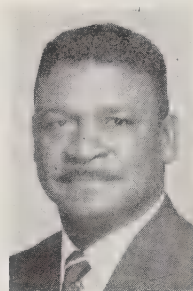
As assistant State superintendent for administrative services, Burch's major responsibilities will include staff development and teacher education. He will develop in-service programs for Department staff and local and regional continuous training and re-training for all types of school and school-related personnel. He will direct State-wide human relations programs and coordinate the efforts of the Division of Staff Development and the Division of Human Relations. Burch will also coordinate educational needs and programs with urban affairs programs. With the other assistant State superintendents, he will share administrative leadership tasks in overall Department activities. He began his new duties January 19.

Dr. Phillips had previously announced that re-organizational plans for the Department of Public Instruction abolish the former post of associate State superintendent and establish and executive cabinet of assistant State superintendents in different fields. Burch joins assistant State Superintendents Dr. Jerome H. Melton, program services; Dr. R. Max Abbott, special services; and Dr. H. T. Conner, planning and research.

For the past two years Burch has been assistant superintendent for Charlotte/Mecklenburg Schools where he directed Elementary and Secondary Education Act (ESEA) activities, the Neighborhood Youth Corps Inschool Project, Headstart, and the Charlotte Model Cities Educational Component. Prior to becoming assistant superintendent, he had served the Charlotte/Mecklenburg school system since 1957 as teacher, principal, director of the Neighborhood Youth Corps, and director of ESEA activities. Before going to Charlotte, he was a teacher-coach in Goldsboro for eight years.

Burch received a B.S. degree in elementary education from Fayetteville State College and an M.S. degree from Indiana University. He is completing his doctoral program at UNC-Chapel Hill. Last summer he was one of three school administrators in the nation who received memorial scholarships administered by the American Association of School Administrators. To accept his new position, he has asked to be released from the one-year Worth McClure scholarship for full-time study at UNC.

He is active in numerous professional organizations. His avocation is basketball. He is a leading official with the North Carolinas Athletic Officials Association. Burch is married to the former Gloria Smith.



M. S. Sanders

M. S. Sanders has been appointed to the position of Area Director for the total program of Occupational Education in District II comprising 13 southeastern counties.

Previously, Sanders served as an assistant state supervisor for vocational agriculture. Prior to obtaining this position in 1965, he taught in the Henderson School system. His appointment followed a state occupational education meeting held in late November at Wrightsville Beach.

Sanders received his B. S. in Agricultural Education from Tennessee State College and his M. S. degree Agricultural Education from A. & T. State University, Greensboro.

He will work in Educational District II including the counties of Brunswick, New Hanover, Pender, Onslow, Wayne, Craven, Greene, Sampson, Duplin, Jones, Lenoir and Pamlico.

Area Directors will work closely with local administrators in expanding traditional vocational education programs and in developing new programs.

Miss Leila Laws, a sixth grade teacher at Susie C. Baskerville School in Rocky Mount, has been appointed to study the State Employees Retirement Program.

A native of Rocky Mount, Miss Laws received her early education in that city's school system.

She did her undergraduate studies at Elizabeth City State University and received her graduate degree and professional diploma from Columbia University, New York City.

In addition to holding membership in the North Carolina Teachers Association, the North Carolina Association of Classroom Teachers, and the Rocky Mount Local Unit of the North Carolina Teachers Association, where she is an active member and has served on many committees, she is a life member of the National Education Association.

A member of the Mount Pisgah United Presbyterian Church, U.S.A. Presently serving as chairman of the church Kindergarten board.



Leila Edwyna Laws



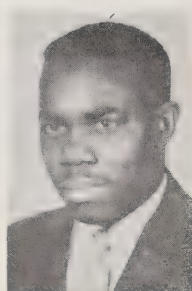
Thelma C. Lennon

Mrs. Lennon has been appointed to the position of Director of the Division of Pupil Personnel Services in the State Department of Public Instruction.

She received her Undergraduate training from North Carolina College at Durham, North Carolina, her Master's degree from Boston University, Boston, Massachusetts, and pursued further training in Guidance and Counseling at Harvard University, Cambridge, Massachusetts.

After having served as an instructor at St. Augustine's College, Raleigh, N. C., Dean of Students at Allen University, Columbia, South Carolina, and instructor at North Carolina College, Durham, North Carolina, she joined the North Carolina State Department of Public Instruction in 1961 and has served in the following capacities: (1) Guidance Consultant and Supervisor of Title V-A, NDEA, Guidance, Counseling, and Testing (2) During the summers of 1964 and 1965, served as Counselor and Head Counselor, respectively, at the Governor's School of North Carolina—a school for gifted and talented children.

Mr. Allen has been appointed to the Committee for Revision of "A Guide for the Student Teaching Program in North Carolina". This committee stems from the State Committee on Student Teaching.



Bernard Allen



Leo M. Hatton

Leo M. Hatton of Henderson, N. C., has been appointed to the staff of the United Presbyterian Church in the U. S. A. in the department of interpretation and Stewardship as secretary for services to Synods and Presbyteries and will join the staff February 2nd. This is in the highest position held by a Negro in this Department of the United Presbyterian Church.

Mr. Hatton's duties will include systematic planning of field services; administration of approved programs and serving as an interpreter of the general mission program. As time permits, he will travel abroad to the various mission fields around the world. His special responsibility will be for the church's Synods of Catawba (Southern Virginia and North Carolina) and South Carolina-Georgia.

He has been principal of Carver Schol in Vance County for 12 years, and in recent years Interim Administrator of the Jubilee Presbyterian Hospital in Henderson. While entering the professional services of the church for the first time. Mr. Hatton is ruling elder of the Cotton Memorial Presbyterian Church, represents the Cape Fear Presbytery on the National Council of United Presbyterian Men, and is Chairman of the committee of Evangelism of the Presbytery, and in the Synod of Catawba is a member of the permanent judicial committee, and Chairman of the Fifty Million Fund.

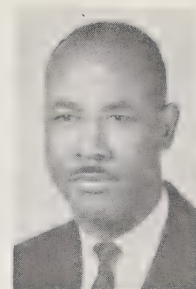
Mr. Hatton also enjoys wide contacts in the business community, being secretary of the Home Development Enterprises, and Chairman of the Board of Directors of Tri-County Investment Corporation. He is a director of the Vance County United Fund, Chairman of the First Ward, City of Henderson, and member of the Executive Committee of the Vance County Democratic Party. Some of his activities include: Board member of Hammocks Beach Corporation; Budget Director, North Carolina Teachers Association; State Director of Education, North Carolina Elks Association; immediate past president of Eta Sigma Chapter of Phi Beta Sigma Fraternity; past president Henderson Consistory; past potentate of Imran Temple of Henderson.

After taking his AM degree at Lincoln University (Pa.), Mr. Hatton prepared for his educational work by taking a MA degree at New York University.

Mrs. Hatton also is a teacher in the Vance County School System, and will continue her work through the current school year.

J. A. Freeman has been appointed as principal of Cummings High School, which is scheduled to open at the beginning of the 1970-71 school term.

Mr. Freeman who has been principal at Jordan Sellars High School since 1965, was named to the new post by the Burlington City Board of Education.



J. A. Freeman

School Superintendent, Dr. Brank Proffitt recommended the appointment to the board, which made the election unanimous. Dr. Proffitt said of Mr. Freeman, "He has been in the school system for four years and has demonstrated without any question his ability both as a principal and as a fine man".

Mr. Freeman holds a bachelor of science degree from A. & T. State University, Greensboro, where he also has done graduate work, and a master's degree from North Carolina College at Durham, where he has done further graduate work in school administration.

A native of Tarboro, Mr. Freeman was principal of a high school in Littleton and has taught science and mathematics in both Whiteville and Tarboro. He was in the Army between 1952-55.

Mr. Freeman is a member of various professional organizations.

Mr. Freeman is married to the former Shirley Bullock, who is a guidance counselor at Williams High School. The Freemans have one child and they reside at 427 Jenkins Street.



Johnnie McFadden

Johnnie McFadden, sixth grade teacher at Selwyn Elementary School in Charlotte, was named North Carolina's Teacher of the Year recently by the State Board of Education in ceremonies held in Raleigh. McFadden was presented a scroll by Dallas Herring, chairman of the Board, during the morning ceremonies.

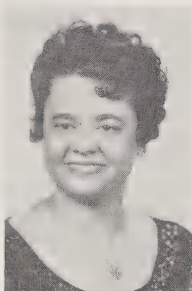
According to State Superintendent Craig Phillips, McFadden will represent North Carolina in the National Teacher of the Year awards sponsored by Look Magazine and the Council of Chief State School Officers. This year the awards program will run in conjunction with the first observance of International Education Year by the United Nations member states and UNESCO.

A teacher for eleven years, McFadden was born in Wilmington. He received the B.S. degree from Winston-Salem State University where he was a member of Alpha Phi Alpha fraternity. McFadden was a graduate student at the University of Wisconsin, Columbia University, Miami University, and Temple University. He received a Master's Degree from Temple University.

McFadden began his teaching career in 1958 at Morningside Junior High School in Statesville. He later held positions in Wilmington at James B. Dudley Elementary School, Williston Junior High School, and D. C. Virgo Junior High School before coming to Charlotte in 1966 to teach at Selwyn Elementary School.

McFadden is a member of the Classroom Teachers Association, the Charlotte Mint Museum, and the Mecklenburg Jaycees. He was named Outstanding Young Educator of the Year by the Mecklenburg Jaycees and later received the State level honor from the North Carolina Jaycees. He is a member of the St. Stephen A.M.E. Church.

In its second meeting held January 13, 1970 in Raleigh, Mrs. Edna C. Richards, Exec. Sec. NCACT was unanimously chosen to serve as Chairman of the "North Carolina Women to Save Marie Hill" organization. Many good things have come about as a result of this recently formed organization — among them the opening of communication lines to the Governor's office concerning the fate of Miss Hill.



Edna C. Richards

Following is a resolution presented to Governor Robert Scott by a committee representing the organization:

We, the "North Carolina Women to Save Marie Hill" present the following statement to Governor Robert W. Scott of the State of North Carolina:

In pursuit of justice and mercy, we are here to petition the Governor of North Carolina through his authority, to spare the life of Marie Hill, sentenced to die by the courts of this State for crimes she committed.

In the interest of justice we maintain that the injustices which society has imposed on this minor female citizen from the day of her conception to the date of the commission of that terrible crime, were not and could not have been considered by the courts that sentenced her, and therefore, a large measure of that guilt was misplaced and should be the burden of society rather than the burden of Marie Hill.



June Gilliard

The National Council for the Social Studies in cooperation with the United States Office of Education has selected Miss June Gilliard as one of three educators to visit the U.S.S.R. January 12-February 3, 1970.

The major purposes of the visit are concerned with the exchange of educational experience and furtherance of the United States and U.S.S.R. culture exchange program.

The delegation will also include a classroom teacher and Dr. John Jarolimek, a professor at the University of Washington in Seattle and also president-elect of the National Council for the Social Studies.

Participants in the exchange program will have an opportunity to observe and study Soviet educational institutions and programs. Upon their return, the team will be expected to submit reports to the U.S.O.E. and the N.C.S.S. giving a comparative analysis of the Soviet and American approaches to the social studies with regards to objectives, methods, materials and evaluation procedures.

She is presently employed as Social Studies Consultant for the North Carolina Department of Public Instruction.

In the interest of mercy, we first point out that it is not uncommon for the courts of North Carolina to show and mete out mercy, but that thousands of North Carolina citizens have been shocked by the lack of mercy shown by the courts for this child of poverty, discrimination, and neglect.

Our plea is also made in support of the strong effort being made by citizens of this State to have capital punishment abolished. We are encouraged in this plea by the Governor's own position in this matter. However, we point out that if this harsh punishment is administered, it will make history that will resound around the world in that it will be the first time in the history of this State that a minor female has been executed by the State. This surely will remain a blot on the good name of the State and the good name of the administration that allowed it.

This cruel sentence given this young girl has added greatly to the racial tensions that exist in North Carolina and prolonging the matter will only increase these tensions.

Therefore, Governor Scott, we urge you to commute this girl's sentence at the earliest possible moment in the interest of humanity and the State of North Carolina.

Speech delivered by Mrs. Ruth B. Jones

(Before The State Superintendent's Annual Fall Conference)

Master of Ceremonies, members of the Division of Superintendents of the North Carolina Education Association and platform guests:

The invitation that I received in August to appear before this distinguished group at this time came as a complete surprise. However, I always welcome the opportunity to express my views and the news of those whom I represent whenever the occasion arises. Thank you very much for your kind invitation although, I'm sure I will find it very hard to delienate adequately on my chosen subject in such a short time period.

The most discussed topic today is *Change* and those of us in the educational world are vitally interested in the oft-times drastic changes that have occurred since the Supreme Court Decision of May 17, 1954 and the subsequent Civil Rights Acts. Because of the furor that has resulted and because of the fact that better education is relevant in order to meet the perplexities of today's society, I think it fitting to use as a point of departure "Listening Above the Noise".

From whence comes the noise? It comes from the various segments of our pluralistic society. It stems from social injustice, alienation, discrimination and all of the varied and sundry ills which have led to the upheaval which afflicts our formerly "well-ordered" lives. As we listen above the noise, above the voices of the students who want education that they can find relevant to their present lives and future plans; above the voices of the teachers who want an educational system that allows them to make the best of their abilities and training and accords them respect commensurate with the importance of the task society has entrusted to them; above the voices of the citizens who want their schools to provide students with education that will allow them to function with comfort in the society—we recognize a mutual goal: that the structure of the educational institution ensure that it is responsive to those it affects.

This goal—the structure of the educational institution—poses a real problem with those of us who make up the public school system. We recognize the inevitability of change but we refuse to relinquish, in many instances, the attitudes which delay true integration, hate, lust, greed and envy in the heart—to name a few. We are reluctant to admit that old myths have been exploded and that the long debated issue of racial superiority has no validity in fact. For

fifteen agonizing years we have struggled to find ways to circumvent the spirit of the law using the loophole "with all deliberate speed" as a means of escaping the reality of a school system in which the color of one's skin is not the measure of a pupil or teacher's placement.

The platform of the National Education Association states, "Education is the daily practice of great ideals: that every person bears within himself a promise which can and must be realized; that all persons are entitled to respect and dignity; that freedom of thought, of expression, of movement, and of religious belief belongs to all persons; that liberties entail obligations."

If we as educators, truly believe in the doctrines we teach, we must strive to make them realities. We must consider and eliminate such practices as these I will mention which are being perpetrated in educational circles. And those of you who represent the highest officials in the public school system should do some soul-searching and should walk for a while in the shoes of the minority groups to find solutions to these problems. The realization that you are servants of the people is apparent.

However, many attitudes that persist in the community can be changed by a word "fitly spoken."

These practices or "noises" of which I speak are tones which seem to follow an organized pattern throughout the South. Persistently they are presented to our association. To name a few.

1. The practices of eliminating black educators either through desegregation of school or by a non-hiring policy

2. The practice of partly staffing predominantly black schools with whites who are either inexperienced and, in some cases, holders of sub-standard certificates or with those who are nearing retirement age or have severe emotional problems.

3. The elimination of black high schools either completely or by a change of status—to junior high school or elementary. Also the changing of the names of schools named in honor of Negroes.

4. The practice of one-way integration

5. The practice of flattering some black teachers by designating them as the "best black teachers" in a system and subsequently placing them in formerly all-white schools. This causes the development of a pseudo superiority professional complex.

5. The dismissal of black educators without a cause being stated and without a hearing being held.

6. The transferral of teachers to the ESEA program without their prior knowledge or consent.

What have these practices or noises, if you please, done to our educational system?

1. They have increased the frustration, the powerlessness, the dehumanization and the despair of minority groups.
2. They have caused further abridgment of civil and human rights.
3. They have made a mockery of the American Dream.

What then is our obligation to rectify these wrongs? Is there no remedy for the ills which afflict us? Do we have time to "Listen Above the Noise" and bring about the necessary changes? It goes without saying that we can and must use our powers to preserve this wonderful land of ours. The American civilization cannot absorb the impact of large numbers of people leaving school filled with fear and hatred because they have been measured by other people's standards—those of a society based on financial success, those of the school, of their peers, of their parents—and found wanting. Confidence of worth is as crucial to the life of the individual and the well-being of the society of which he is a part as employability or the ability to think logically.

Schools which encourage the development of self respect in their students increase their choices of the kind of persons they will be.

All children need to know about the history and culture of their own people and other people in our civilization. Black children, Indian children, Spanish-surname children need to know what their forebears have contributed to the growth and strength of the United States in order to realize that they, too, have a heritage that can contribute to their confidence in themselves. White children need to learn about the people with whom they will be working to build the future of the nation and they know it. One white student stated very clearly the trouble with all-white American history: "American history without the Negro is only a partial American history." A black student saw another disadvantage to white students; "I know more about them than they know about me."

There is an urgent need for teachers with the knowledge and attitudes necessary for providing children with effective and appropriate education. All children need to be taught the true

American history. They need to know that slavery often called the "peculiar institution" was not practiced primarily in America on the black man but also on the Indian and the white man. White servitude lasted in America for more than two hundred years. White men, women and children were bought and sold like cattle, transported across the seas in foul "slave" ships, and reduced to temporary and lifetime servitude before hands were stretched out to Ethiopia for slaves. These facts can be verified in books such as *White Servitude in the Colony of Virginia* by James C. Ballogh; *White Servitude in Maryland* by E. I. McCormack; *White Servitude in Pennsylvania* by C. A. Herrick; *Capitalism and Slavery* by Eric Williams; and *Colonists in Bondage* by Emerson Smith.

Experienced teachers must be provided with skills in human relations and in teaching minority—group children, and with the opportunity to keep these skills up to date.

Through workshops, summer courses, institutes and conferences, which are designed to include all teachers in one or the other, the history of minority groups can be learned. Facts such as these about black history will help to change attitudes and increase self-respect and human dignity and worth:

1. The Spanish Southwest was explored by Estevanico, a Negro from Morocco
2. Thirty Negroes were with Balboa when he discovered the Pacific Ocean in 1513
3. One of the pilots with Columbus was Pedro Alonso Nino, a black man
4. Harriet Tubman, a former slave, led over 300 slaves to freedom through the Underground Railroad
5. Dr. Daniel Hale Williams, a black man, performed the first successful heart operation
6. Dr. Charles A. Drew, a black man, perfected the modern blood bank system
7. More than 5000 black soldiers fought in the War for Independence
8. Crispus Attucks, a black man, was the first martyr of the American Revolution
9. Prince Whipple and Oliver Cromwell, two black soldiers, were among the men in the boat with George Washington when he made his historic trip across the icy Delaware
10. Lemuel Haynes was one of several Negro Minutemen who answered Paul Revere's call to arms and on April 17, 1775 fired some of those shots "heard around the world".

11. James Beckworth was the most important Negro frontiersman of the Westward Expansion. In 1850 he discovered a pass through the Sierra Nevados that became an important gateway to California during the Gold Rush. The pass still bears his name

No further rhetoric is necessary. The time for further action is here. The word *involvement* represents a more positive action than *commitment*. The challenge is nothing less than to put into practice in our schools the ideals of the Declaration of Independence; to demonstrate our belief that all men are equally entitled to life, liberty and the pursuit of happiness.

As our state superintendent, Dr. A. Craig Phillips, has said on several occasions, "Let's get on with the business of education in North Carolina". I sincerely believe that we as one new association can do much to make this business of education relevant for all Youth; for all teachers; for all Americans; and for all people everywhere.

Mrs. Ruth B. Jones Named Business Women's Club "Woman Of The Year"



Mrs. Ruth B. Jones, President of the North Carolina Teachers Association, was paid a glowing tribute and presented a plaque and gifts, along with numerous letters and telegrams on Sunday, January 25, 1969 in her native city, Rocky Mount, N. C. Presiding at this occasion was Mrs. Ernestine Barfield, President of the Negro Business and Professional Women's Club, which named Mrs. Jones "Woman of the Year".

Mrs. Mary Battle, Nash County Elementary School Supervisor, gave vivid remarks on the theme "Women's Involvement in a Changing World".

Attending along with NCTA members and friends from throughout North Carolina was Rocky Mount's Mayor, Mr. John T. Minges to pay tribute to a deserving "Native Daughter".

Mrs. Esmeralda R. Hawkins presented a gift to Mrs. Jones from her fellow towns women which was accepted with dignity and modesty. A gift from the North Carolina Teachers Association was presented by Mr. J. H. Wooten, Vice President NCTA.

The poem "Let Me Do My Work From Day to Day" was used by Mrs. Jones in summing up her credo of life.

Edna Richards Chairs Advisory Committee

Mrs. Richards, Executive Secretary NCACT, was asked to serve as Chairman of the FTA Advisory Committee during 1969-70 by Mr. George D. Fischer, President of the National Education Association.

This appointment is a result of a June Board of Directors meeting which approved a recommendation of the Committee on Student NEA-FTA that the Student NEA and the FTA be established as an NEA Project for a two year period. It was also recommended that an Advisory Committee be named for the FTA during this period. The action further calls for an evaluation of the Project by the NEA Executive Committee and a report and recommendations to the NEA Board of Directors in 1971 prior to action of the Board on the 1971-72 budget.

Mr. John H. Lucas, Durham, N. C. was asked to serve on this committee also.

January 28, 1970

MEMORANDUM

TO: Presidents and Executive Secretaries of
Southeast Regional State Associations

FROM: James H. Williams, Director
Southeast Regional Office, NEA

SUBJECT: *Association of the Month*

The association of the month for the September 1970 issue of *Today's Education* will be selected from the Southeastern region. The Southeast Regional Office has the distinct honor of making the final selection. This means that a copy must be submitted to the Journal office through me by July 1.

We are requesting each state association in the region to nominate six (6) local associations within each state for this honor. Nominations should be submitted to the NEA Southeast Regional Office no later than May 1, 1970. An article of about 1,200 words, written by a non-staff person, should be attached to each nomination. Each article, of course, will be subject to editing.

You may, of course, decide to conduct Bonus Bingo contests or any other procedure that tickles your fancy in order to make the selection for your state.

Let us know if you have any questions about these nominations.

JHW:es

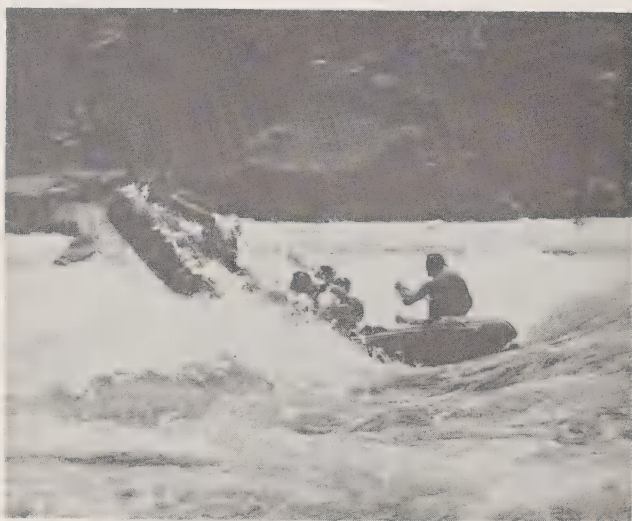
OUT-EAST PROJECT:

An international experiment in student teaching with an interpersonal emphasis

By Dr. L. Stanley Ratliff*

Director of Student Teaching, University of Colorado
and Editor, State Education Journal Index

(Following is a description of an innovative field program scheduled to begin January, 1970 involving both University of Colorado student interns and student assistants. It is designed to motivate a group of college potential but non-college oriented minority group and white high school seniors to attend college. The design grew out of the highly successful experiences of East High School (Denver, Colo.) students and teachers in the Outward Bound School and is an attempt to re-channel the strengths of Outward Bound experiences into academic disciplines.)



WOULD YOU BELIEVE?

Student teachers (interns) will—

- * Spend two weeks on the beach in Guaymas, Mexico!
- * Devote three weeks to learning and teaching about Southwestern Indians in Prescott, Arizona and the Navajo Reservation.
- * Ride down the Green River (Utah) on a two-week raft expedition!
- * Help plan and build a mini-park in the core area of Denver!

The program, conceived by Mr. Craig Spillman and a group of four other East High School, Denver teachers, has gained the enthusiastic support of both Denver Public School Administrators and University of Colorado teacher education faculty members. Financial assistance will come from a Phipps Foundation Grant, the Outward Bound School, the Denver Public Schools and money earning projects of high school students involved.

* Formerly Director of Research for the Colorado Education Association, Dr. Ratliff has been compiling the State Education Journal Index since 1962.

Known as the East High School Senior Seminar (Out-East Project), the program puts together, in one project, an unusual combination of experiences for university students planning to teach as well as senior high school students who will (hopefully) be motivated to attend college.

STUDENT INTERNS

Each of the four student teachers (interns) involved will spend full time for a full semester in the project. The interns will receive regular student teaching credit, however, no remuneration will be paid them. These interns one each from fine arts, science-math, social studies and English, will begin work in the project by assisting the staff of four certified teachers in the planning of several academic field experience modules for the approximately 100 high school students who will be involved in the program.

A module is a field experience or series of experiences lasting about three weeks during which teachers and student interns of different disciplines, through team teaching, help students to analyze, hypothesize and reach conclusions about real life situations. The student interns will receive regular credit for the required Special Methods Course on an independent study basis for their help in planning the modules. University of Colorado faculty members will serve as consultants in the planning of the modules and at the same time observe the university students involved in the development of the modules.

Out-East will begin with a two-week Outward Bound Course in Guaymas, Mexico designed to develop a sense of unity and common purpose for the students and teachers. During the trip and later each student intern (as well as each of the certified teachers) will be responsible for a racially heterogeneous unit of twelve students. The intern will serve as counselor and adult advisor for his assigned unit throughout the project. It

will be the job of the intern to develop avenues for self discovery, facilitate the reduction of interpersonal alienation within the unit and allow for a sense of belonging on the part of all students in his unit.

Academic-Field Experience Program

This portion of the project will be divided into a series of three-week-long field experience modules. Each module will be taught by an interdisciplinary team of certified teachers and interns. Some of the modules will be taught in Denver—others in the Navajo Reservation in Arizona or on the Green River in Utah. Modules will be rotated so that no more than 46 students will be involved in an out-of-town experience at one time thus minimizing the need for more than one bus for transportation. Since there will be more modules available than there is time to take them, students will be allowed to select those modules in which they are most interested. The most popular modules might, therefore, be taught two or three times while others might be taught only once.

Modules will include the following:

Name of Module

Navajo Culture: (on reservation)

Urban Planning: (in Denver, build a mini-park)

Space Technology: (use aero-space centers and facilities in and near Denver i.e. United Air Flight Training Center and the Air Force Academy also NCAR and Ball Brothers)

Politics and Power: (use state legislature, University of Denver law center and aides to legislature-Denver)

The Urban Arts: (use of Museums and theaters-Denver)

Green River Expedition: (on Green River rafts)

Academic Disciplines Contributing to the Module

Science (Conservation, erosion, etc.)

Social Science (Anthropology, economics, sociology)

Art

English (semantics, literature, pollution studies)

Science (engineering, cost planning, mathematics)

Social Science (urban sociology, urban politics)

English (formal writing, speaking, current urban literature)

Art (unity design, architecture)

Science (technology and space)

English (readings)

Social Studies (philosophical and social implications of modern technology)

Social Studies (political science, sociology)

English (formal writing)

Art (paintings, sculpture, architecture)

English ((drama, literature, creative writing)

Science (geology, biology, botany)

English (creative writing, literature)

Social Studies (history, anthropology)

STUDENT ASSISTANTS

In order to provide individualized assistance to the high school students in the project, ten student assistants will be recruited from one of the University of Colorado teacher education courses, Principles and Methods of Secondary Education. These teachers-to-be will be able to fulfill the field requirement of the course through participation in the project. Student assistants will work on a part-time basis (3 to 4 hours per week) and assist in the following types of activities:

- * Informally orient high school students to their own campus.
- * Arrange and pursue college counseling with these students. Help with college and scholarship applications
- * With the use of standardized tests and cumulative records, diagnose the remedial needs for their students.
- * Arrange remedial work in Reading, English, and Math on a tutorial basis as needed for their students.
- * Follow progress of their students through the project-keep records of academic and personal growth for each student.

HIGH SCHOOL STUDENTS

The one hundred racially heterogenous high school seniors in the program will have an opportunity to be involved in a direct field experience that will develop cognitive understandings and skills necessary to deal effectively with their instantly changing modern world. Significantly, selected high school students will be made a part of the planning of the field experience modules along with the professors, teachers and university students. The low teacher pupil ration (1-12) and prolonged field activities will allow for a high level of interpersonal involvement among the university and high school students as well as teachers.

The innovative approach to the subject matter through the field oriented, team taught instructional modules will provide for a completely new experience for the students. Colleges and universities that are contacted concerning how they would view students participation in the project as it might effect college entrance requirements, have all been enthusiastic about the prospect of college entrance for the participants.

EVALUATION

University of Colorado consultants will be involved in developing the design for evaluating the project. The evaluation model will include pre and post tests of both high school and university students who participate in the project. Evaluation of the high school students will be focused on attitude toward college attendance. University students will be evaluated on attitude toward teaching.

(Continued on page 22)

World Tour Travelog

NCTA-HBC WORLD TOUR

June 29-July 7, 1970

TOUR CONDITIONS

TRANSPORTATION: Round the World Jet, Economy Class, New York to New York

HOTELS: First and deluxe class hotels. Twin-bedded rooms with private bath. Supplement for single room \$5.00 per night.

MEALS: Three meals a day consisting of Continental breakfast, table d'hôte lunch and dinner are included throughout the itinerary, except in Tokyo and Honolulu where breakfast only is included, and in Los Angeles where no meals are included.

TIPS AND TAXES: Service charges as imposed by hotels, and taxes by local administrations and governmental authorities abroad are included in all services throughout. Also visa fees and airport taxes. *Personal gratitudes are not included.*

TRANSFERS: Transfers of passengers and one average size suitcase per person between stations, airports, hotels, piers, etc., and vice versa are included throughout.

SIGHTSEEING AND OPTIONAL TOURS: By private car or motor coach or local conveyance, as indicated, including the services of an English-speaking guide and entrance fees to places visited.

TOUR PRICE DOES NOT INCLUDE: Meals not noted above, excess baggage and forwarding of baggage, passport fees and lunch and dinner coffees, and all personal services such as laundering, etc. The total cost of the tour is \$1,650.00.

PAYMENT: A deposit of \$125 per person is required at the time of the booking and an additional one hundred upon confirmation of tour membership. Final payment is due when requested, usually 6-8 weeks prior to departure for cash paying passengers. There is no cancellation fee up to 30 days before departure. After this 30-day period, refund will be made less any expenses involved and cancellation fees as may be imposed by the airlines. **THIS TOUR CAN BE TAKEN WITH JUST 10% DOWN AND YOU MAY ARRANGE WITH THE AIRLINE AHEAD OF TIME TO PAY BALANCE WITHIN 24 MONTHS. GOOD ON ALL IATA & ATC CARRIERS.** Send deposits

HBC Tours
125 E. Hargett Street
Raleigh, North Carolina 27601

DR WYATT T. WALKER, Coordinator

JUNE 29, 1970 DEPARTURE

ITINERARY OF:

WORLD BAPTIST CONVENTION TOUR

Day 1

June 29—New York-Paris—Evening departure from John F. Kennedy International Airport by Air France flight AF 070 at 7:00 P.M. Enjoy the friendly and luxurious atmosphere on board. Overnight aloft.

Day 2

June 30—Paris-London—Brief stop in Paris for leg-stretching. Duty-free shopping and connection flight to London by AF 808 at 10:00 A.M. Arrival in London Airport after brief flight. Met and assisted by our representative then transferred to our hotel in the city. Balance of the day at leisure.

Day 3

July 1—London—Sightseeing to include Oxford Street, Marble Arch, Piccadilly Circus, The Mall, St. James' Palace, Buckingham Palace with the Changing of the Guard, Westminster Cathedral, South Kensington, Lambeth Bridge, and the Houses of Parliament.

Day 4

July 2—London-Paris—After a late breakfast, we are transferred to London Airport for our departure to Paris by AF 813 taking off at 11:55 A.M. Upon arrival in Paris we are met, assisted, and transferred to our hotel. Remainder of the day is free for independent activities and getting acquainted with the "City of Light"

Day 5

July 3—Paris: Shrine — Morning sightseeing to include the Eiffel Tower, the Arch of Triumph, Montmartre, the Latin Quarter and the Sorbonne. Visit also Notre Dame—one of the most treasured buildings of Paris. In its Cathedral Treasury are kept three of the most precious relics of Christianity: The Crown of Thorns, a fragment of the Cross and a nail from the Cross. Sacre-Coeur—a Parisian landmark, which has been a source of inspiration to countless painters, built to foster devotion to the Sacred Heart.

Day 6

July 4 — Paris-Rome — Early breakfast then transfer to airport for departure to Rome by AF 632 at 9:00 AM. Arriving in Rome around noon. Accommodation at our hotel.

Day 6

July 4—Paris-Rome—Right after lunch, afternoon tour of the Colosseum, the Forum, Mamertine Prison where Paul was kept until he was beheaded.

Day 7

July 5—Rome—Morning visit to the Vatican. See the Museum, the Borgia Suite, Sistine Chapel and Michelangelo's frescoes, Raphael's Rooms and Loggia, Galleries and Museums. Visit St. Peter's Basilica. Afternoon free.

Day 8

July 6—Rome-New Delhi—Morning at leisure for last moment doings and/or shopping then transfer to Fumicino Airport for departure to New Delhi on our Air France flight AF 194 at 1:30 PM.

Day 9

July 7—New Delhi—Arrival time is scheduled for 4:45 AM. After having been met and assisted through customs we are transferred to our hotel and have the rest of the morning free for relaxation or just more sleeping time. Our sightseeing tour in the afternoon will cover points of great interest in both the old city and the new like the Embassy section, Ghandi's Memorial, the vast Red Fort, Kutab Linar, and the complex of handsome government buildings, with an opportunity to sample the fine shops that abound.

Day 10

July 8—New Delhi-Bangkok—Really early morning rise and transfer to the airport to catch our Japan Airline flight JL 462 departing at 5:30 AM which brings us to Bangkok at 10:35 AM. We will transfer to our hotel and have the whole day free to explore this intriguing and fascinating city of the Orient and its golden temples.

Day 11

July 9—Bangkok-Hong Kong—We leave Bangkok at 10:35 AM by Cathay Pacific Airways flight CX 572. We arrive in Hong Kong in time for lunch and our afternoon sightseeing to Kowloon shopping district through Nathan Road, Mongkok, the Resettlement Housing at Shek Kip Mei, Shatin Valley, Anah Rock, Tai Po, Fanling, the border Village of Lok Ma Chau, Kim Tin, Un Long, etc.

Day 12

July 10—Hong Kong—A full day at leisure in this bustling cosmopolitan metropolis of the Orient which also offers the opportunity for some really worthwhile buys.

Day 13

July 11—Hong Kong-Osaka—Today we fly to Osaka and we have the rest of the day free after arrival in the second largest city of Japan and one of the largest commercial centers in the world.

Day 14

July 12—Osaka-Tokyo—Late morning flight to Tokyo with transfer to our hotel where we have time free to attend the World Baptist Alliance.

Day 15

July 13—Tokyo—Attendance of WBA

Day 16

July 14—Tokyo—Ditto

Day 17

July 15—Tokyo—Ditto

Day 18

July 16—Tokyo—Ditto

Day 19

July 17—Tokyo-Honolulu — This morning we leave Tokyo on our way to Honolulu. Cross International Dateline (win a day). Arrive in Honolulu later in the afternoon of the same day, but on July 16. We have the balance of the time at leisure in this earthly paradise of the Hawaiian Isles.

Day 20

July 17—Honolulu—Full day at leisure for relaxation or taking advantage of famous Wakiki Beach or just roaming around the city or taking an optional local sightseeing tour.

Day 21

July 18—Honolulu-Los Angeles-New York—Early morning transfer to the airport where we board our jet liner for our return flight home either by direct flight to LA for an overnight stay. We have made new good *friends and we are now looking forward and making plans for our next year's travels.

Day 22

July 19—*Return flight to New York



"BESIDES FEDERAL AID, FOUNDATION GRANTS AND SCHOOL BONDS, DOES ANYONE KNOW HOW WE CAN RAISE A FEW BUCKS?"

Classroom Teachers Banquet

89th Annual Convention

The Annual NCACT Banquet will be held in the Virginia Dare Ballroom, Sir Walter Hotel, Raleigh, April 3, 1970 at 5:30 P.M. Tickets will be \$6.00 per person. Please contact your district director early if you wish to attend. The names and addresses of the NCACT directors are listed below:

Coastal Plain: Mrs. Alyce Hubbard, 811 Macon St., Kinston

East Piedmont: Mrs. Rubie T. Carter, 421 Bullock St., Oxford

North Central: Mrs. Vivian Diggs, 921 E. St. James St., Tarboro

Northeastern: Mr. William J. Morris, 123 Elm St., Williamston

Piedmont: Mr. Oscar Hinnant, 805 Bellaire St., Greensboro

Southeastern: Mrs. Bessie Landis, P. O. Box 99, Parkton

Southwestern: Mrs. Anne Miller, 204 W. Cedar St., Belmont

Western: Mrs. Clara Corry, Route 9, Box 562, Salisbury

OUT EAST PROJECT

(Continued from page 13)

EXPECTED OUTCOMES

The University students who participate will necessarily become highly involved in the successes and failures of their high school students in the program. Through this high level of interpersonal involvement of teacher, students and environment, a new dimension in learning may evolve.


Maybe, just maybe, we will have begun to turn the corner in teacher education—toward preparing fewer people better—toward moving teacher education where the action is—off the campus into the community.

The high school students involved will gain a first hand knowledge of their physical and social environment, its beauty, structure and potential. An awareness of the present dimensions of current American progress and problems will be developed through discussions in small groups with teachers, interns and student assistants. Minority as well as white students will be encouraged to aspire to college entrance through highly personalized group sessions with the university interns, assistants and teachers. Exposure to campus experiences, college oriented counseling and remedial help in English, reading and mathematics will help make aspiration for college attendance a reality.

Retired Teachers Get Tax Facts

(From National Retired Teacher Association)

TAX CREDITS

5 Taxing Authority	1 Personal Exemptions, Deduction, & Credits 1*	2 Medical Expense Deductions for Persons Age 65 or Older	3 Special Treatment of Retirement Income 2*	4 Property Tax Concessions
North Carolina	Personal Exemptions Sgl.—\$1,000 Mrd.—\$2,000 Dep.—\$600 1* Extra \$1,000 for persons over 65.	Medical expenses in excess of 5% of adjusted gross income are deductible up to applicable ceiling.	 <div>Benefits from N. C. and other states received by retired teachers and retired public employees are exempt from taxation (if the other states grant a similar exemption).</div>	

TAXES LEVIED

5 Income Tax Rate for Residents	6 Intangibles Tax	7 Gasoline and Oil Tax	8 Motor Vehicle Fee or Taxes (Private Car)	9 Sales Tax	10 Capitation Tax, etc.
First \$2,000—3%; next \$2,000—4%; next \$2,000—5%; next \$4,000—6%; over \$10,000—7%.	10 cents to 25 cents per \$100 value.	7 cents per gallon of gasoline.	\$14 yearly registration fee on all cars.	3%	\$2 yearly. Head tax upon males 21-50.

No loans are being considered until after June 1, 1969
unless covered 100% by Share Savings.

The NCTA Credit Union

"Save With Us, Borrow From Yourself"

5% Dividends Four Consecutive Years

NOTICE

The NCTA Credit Union Board of Directors, on September 9, 1967 adopted two (2) significant resolutions:

A. All members joining after September 1, 1967 are required to save a share (\$5.00) a month up to \$100.00 to retain membership.

B. Effective January 1, 1968 all members are required to save \$50.00 a calendar year up to \$100.00 at which time savings shall not be required but encouraged.

Life Insured Shares and Loans No Extra Cost Joining Blank For New Members

Name _____ Spouse _____

Mailing Address _____

Teaching Position _____ Social Security No. _____

School _____ School Location _____

Age Group: 54 or under _____ 55-59 _____ 60-64 _____ 65 or over _____

(Check One For Insurance Purposes)

Joining Fee \$25 _____ No. of Shares (\$5.00 each) _____

(Minimum \$5.25)

I hereby make application for membership in the North Carolina Teachers Association (NCTA) Credit Union and agree to conform to its by-laws, and amendments thereof, N. C. Statutes governing state chartered credit unions and subscribe for at least one share.

Signature _____

Note: If applying for an immediate loan, initial shares and joining fee must be via certified, cashier's check or money order.

SECURITY COLLATERAL TYPE LOANS ONLY SUPPLEMENTARY APPLICATION FOR LOANS

Please send note for \$_____ My monthly salary is \$_____

Note: You must be an NCTA Credit Union member before processing begins. I am requesting a (1) Savings

Contract _____, (2) _____ special plan (3) _____ regular loan.

Name _____ Spouse _____

Mailing Address _____

Name of County or City Administrative Unit _____

Give three business credit references, one must be your bank. (Banks and Finance Companies that you have borrowed from are most helpful).

Bank _____ Location _____

_____ Location _____

_____ Location _____

During 1967, approximately 90% of all loan applications were approved. No member will be permitted to abuse the loan repayment schedule. All money orders and checks should be sent to NCTA Credit Union, 125 E. Hargett St., Raleigh, N. C. 27601.

Eighty-Ninth Annual Convention

of the

North Carolina Teachers Association

Raleigh, N. C.

GENERAL CALENDAR

THURSDAY, APRIL 2, 1970

9:45 A.M.	Exhibits Open, Raleigh and Carolina Rooms Raleigh Memorial Auditorium
10:00 A.M.	Registration, Concession Stand — Lower Level Raleigh Memorial Auditorium
11:30 A.M.-1:30 P.M.	Open Hearing, Raleigh Memorial Auditorium Arena Area, Mr. J. H. Wooten, presiding
1:35-2:35 P.M.	Lunch — Department of Supervisors Raleigh Memorial Auditorium
2:45-5:00 P.M.	First Business Session Mrs. Ruth B. Jones, presiding
5:00-6:00 P.M.	District Caucus
6:00-7:00 P.M.	Dinner Hour
7:05-8:05 P.M.	Concert
8:15 P.M.	First General Assembly (Keynoter)

FRIDAY, APRIL 3, 1970

8:00-9:00 A.M.	Registration
8:45-10:45 A.M.	Divisional Meetings (General Discussion and Business)
10:50 A.M.-12:50 P.M.	Second Business Session Mrs. Ruth B. Jones, presiding
12:55-1:35 P.M.	Lunch
1:40-3:35 P.M.	Divisional Meetings
3:40-5:00 P.M.	Department and Sectional Meetings
5:30-7:00 P.M.	NCACT Banquet Sir Walter Hotel
7:15-8:15 P.M.	Special Presentation
8:25-9:30 P.M.	Second General Assembly
9:40-10:40 P.M.	Presidential Reception, Southern Room Raleigh Memorial Auditorium
10:50 P.M.-1:30 A.M.	Social, Virginia Dare Ballroom Sir Walter Hotel

